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Implementation of Kurikulum Merdeka for Physical Education Subjects in Sekolah Penggerak at the Junior High School Level in Temanggung Regency

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Abstract

This study aimed to analyze the implementation of PJOK learning with the independent curriculum at the SMP Pengerator School in Temanggung Regency. The research method used is a qualitative approach. Methods of data collection using observation, interviews, and document search. The research subjects were principals, PJOK teachers, and students at nine junior-level driving schools in the Temanggung district. The study results found that PJOK teachers at nine driving schools had already carried out PJOK learning plans with an independent curriculum and had implemented PJOK learning with an independent curriculum. The assessment carried out has also been carried out by the independent curriculum. From the results above, it can be concluded that PJOK teachers in 9 driving schools at the Temanggung district junior high school level have carried out learning with an independent curriculum.

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INTRODUCTION

Education has a vital role for a country because it can reflect its nation's quality. According to Aziizu (2015), education is an effort to improve knowledge obtained from formal and informal institutions to obtain quality humans. According to Madani (2019), education aims to improve all education features by ensuring excellence in all

educational advances, inputs, and outputs, especially in literacy, numeracy, and essential life skills. No wonder various countries are competing to improve the quality of education itself, such as by improving basic skills in education.

In line with what Madani (2019) explained, basic educational skills such as reading and writing can increase a person's

income by up to 10%, so if this is followed up perfectly, it will alleviate poverty. One of the successes in education can be achieved through the learning process at school.

In this case, the government constantly improves and develops learning activities to achieve educational goals. This is by Law No. 20 of 2003 that education aims to develop students' potential in spiritual strength, noble morals, intelligence, self-control, and the skills needed. One of the improvements and developments carried out by the government is by reforming the education curriculum. This has undoubtedly been seen since the implementation of the 1947 curriculum in 1947. Indonesia has conducted curriculum development 11 times.

A curriculum, in a narrow sense, is a set of lists of lessons and explanations of things to be learned to achieve a certain level by the goals that have been formulated (Mustafa & Dwiyogo, 2020).

To improve and advance the quality of Indonesian education, the Government, through the Ministry of Education, Policy, Research, and Higher Education, began to change the education system in Indonesia by implementing an independent curriculum. The independent curriculum encourages education units to make self-changes to improve school learning quality (Decree of the Minister of Education, Culture, Research, and Technology Number 162/M/2021).

This independent curriculum uses a curriculum that covers one of the essential aspects of life in society, nation, and state. This aspect is related to competence, including

literacy and numeration activities and character, where both aspects are carried out by looking at superior human resources. In this case, human resources are the role of principals and teachers (Auliya et al., 2022).

The independent curriculum applies a learning system that refers to the Pancasila student profile to improve students' competence and character. The Pancasila student profile is a manifestation of Indonesian students as lifelong students who are competent and have character according to Pancasila values, with six main characteristics, namely faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Decree of the Minister of Education, Culture, Research, and Technology Number 162/M/2021).

Not only literacy and numeracy are the focus of the independent curriculum, but character strengthening, or "Pancasila Student Profile," is also the focus of change. Based on the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategy Plan of the Ministry of Education and Culture for 2020-2024 that Pancasila Students are the embodiment of Indonesian students as lifelong students who have global competence and behave by Pancasila values.

Sufyadi et al. (2021: 2) explained that the Pancasila Student Profile is the competence and character of students in six dimensions that guide in determining policies and reforms of the Indonesian education system. There are six dimensions in the Pancasila Student Profile, including: (1) Have faith, devotion to God Almighty, and Noble Morals; (2) Global

Diversity; (3) Self-sufficient; (4) Mutual Cooperation; (5) Critical Reasoning; (6) Creative.

The Pancasila Student Profile is built through school culture, extracurricular, co-curricular, and extracurricular learning. This aligns with Rahayuningsih's (2022) opinion that the Pancasila Student Profile is a character and ability built-in students through school culture, extracurricular, co-curricular, and extracurricular learning.

The curriculum began to be applied first, namely to schools selected to be driving schools, which were applied to all subjects, including physical education, sports, and health. Physical Education, Sports, and Health is one of the unique subjects in schools where the process of implementation prioritizes physical skills. According to Mashud (2018), PJOK learning is an inseparable part of education. PJOK has a distinctive position in education because PJOK develops the psychomotor realm as its primary goal but does not neglect the development of cognitive and affective domains. Lengkana & Sofa (2017) explained that physical education as a lifelong human development process taught in schools has a very important role, namely providing opportunities for students to be directly involved in various learning experiences through selected physical activities, sports, and health that are taught systematically.

Based on the description above, efforts are needed to research and ensure that implementing the Free Learning Curriculum in schools runs appropriately. This is the basis for research on implementing an independent

curriculum for physical education, sports, and health subjects at junior high school levels in Temanggung Regency.

METHOD

This study uses a qualitative analytical approach because the data collected aims to analyze the implementation of the independent curriculum in PJOK subjects in the SMP Temanggung Regency. This research design is qualitative research or often referred to as the naturalistic research method because the research is carried out in natural conditions (natural setting)

The data to be extracted from this study include planning, implementing, and assessing Sports and Health Physical Education learning in the independent curriculum and digging for information about the obstacles teachers face in learning Sports and Health Physical Education in the independent curriculum. The data source in this study consists of three objects: person, place, and paper. Data sources, both primary and secondary data, used in this study:

- 1) *Person*: 13 of 19 PJOK teachers at the SMP Temanggung Regency driving school.
- 2) *Place*: This research was carried out in driving schools of Temanggung Regency which include SMP N 2 Temanggung, SMP N 1 Jumo, SMP N 1 Tlogomu to, SMP Krista Citra and SMP PGRI Candiroto, SMPN 1 Temanggung, SMPN 1 Kandangan, SMPN 1 Parakan, and SMPN 1 Gemawang. This research was

conducted during the learning process directly in the field.

- 3) *Paper*: Documents on the administration of independent curriculum PJOK learning, which includes Learning Outcomes Analysis, Learning Objectives Flow, and Teaching Modules.

Data collection techniques carried out in this study include interviews, observation, and document tracking. In this study, researchers measured the level of validity of data using the level of trust criteria and used data credibility checking techniques, namely triangulation techniques.

- 1) This study triangulates sources and techniques by checking data that has been obtained through several sources, namely: Comparing interview data with observations,
- 2) Compare interview results with document searches.
- 3) Make provisional conclusions from checking data from various sources and techniques.

The data analysis technique in this study used the Miles and Huberman analysis model. Miles and Huberman (1984) in Sugiyono (2015: 246-247) suggest that activities in qualitative data analysis are carried out interactively and occur continuously until complete so that the data is saturated. They conduct data analysis through data reduction, display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

Based on the results of research on the

implementation of the independent curriculum in the subjects of Physical Education, Sports, and Health in driving schools at the junior high school level in Temanggung district, it is known that there are 19 teaching teachers. It is known that 16 teachers are ASN, and three others are GTT. 13 teachers have implemented an independent curriculum in PJOK learning, considering that not all batches have implemented the independent curriculum.

Planning is a significant function of learning management and must be future-oriented. Teachers, as regulators of the course of learning, must set strategies for managing various resources, be it resources, or learning resources, to achieve learning objectives.

The results of the research are known that before the implementation of the pseudo-independent curriculum, PJOK teachers attended training related to the implementation of the independent curriculum to be able to perform their duties and functions correctly. However, training comes from different institutions or resource persons in its implementation. The training held is in collaboration with each school with other agencies.

The results of data regarding the preparation of learning tools show that 13 teachers have compiled independent curriculum teaching modules. The teaching modules compiled by each teacher vary, considering that in this independent curriculum, teachers are given the freedom to arrange learning according to the conditions of their respective school environments. The independent curriculum allows teachers to

freely choose, create, use, and develop learning tool formats (Maulinda, 2022). Things to note are the three core components in making teaching modules, namely learning objectives, learning activities, and assessment. Teaching modules are learning tools or designs based on the curriculum applied to achieve predetermined competency standards.

The implementation of modules by teachers in each school is quite varied. Although there are examples of formats from MGMP PJOK SMP Temanggung Regency, teachers still innovate to compile innovative teaching modules to the characteristics of their respective school environments. Teaching modules are arranged according to the phase or stage of development of learners, consider what will be learned with learning objectives, and are based on long-term development. Teachers need to understand the concept of teaching modules to make the learning process more exciting and meaningful.

The results of PJOK teachers in the second batch of driving schools found that teachers still did not understand the whole about the preparation of independent curriculum learning tools where in the implementation, there were terms and content that were changed, considering that the first-year PJOK teachers in the second batch of driving schools implemented the independent curriculum.

The teaching module is an implementation of the ATP Learning Objectives Flow) developed from Learning Outcomes (CP) with the Pancasila Student Profile as the target. The study results found

that ten teachers had listed the profile of Pancasila students that students in the teaching module would achieve. Three teachers must still include it in the teaching module because it emphasizes old attitudes, such as discipline and cooperation.

PJOK learning planning is inseparable from the condition and completeness of the facilities and infrastructure owned by each school. The study results found that in public schools, all PJOK teachers have considered sufficient for the completeness of PJOK facilities and infrastructure owned. A slight obstacle is the number of fields, but each school has handled it by distributing material with other teachers to avoid collision in field use.

Unlike public schools, two private schools are conducted by the object of research. Based on the study's results, physical education facilities and infrastructure still need to be improved. With this, teachers must be innovative in compiling teaching modules and modifying the fulfillment of physical education facilities.

Implementation can also be referred to as a process that provides certainty that learning already has human resources and the necessary facilities and infrastructure to form competence, character and achieve the desired goals. In the independent curriculum, the character value developed is the Pancasila student profile. Based on the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Ministry of Education and Culture Strategy Plan for 2020-2024 that Pancasila Students are the embodiment of Indonesian students as lifelong students who

have global competence and behave by Pancasila values.

Sufyadi et al. (2021: 2) explained that the Pancasila Student Profile is the competence and character of students in six dimensions that guide in determining policies and reforming the Indonesian education system. There are six dimensions in the Pancasila Student Profile, including Faith, Devotion to God Almighty, Noble Morals, Global Diversity, Mutual Cooperation, independence, Creative, and Critical Reasoning.

The results of research observations on implementing PJOK learning in junior high school mobilization schools in Temanggung Regency are known from 19 health education teachers, 13 of whom have implemented an independent curriculum in PJOK learning. In its implementation, teachers have tried to apply differentiation learning by dividing students into several groups according to their desired learning styles. Obstacles in its implementation are differentiation learning and lack of teacher supervision in each group, so there are learning groups that get out of control and do learning not according to instructions from the teacher.

The results of observations on the implementation of PJOK learning have provided opportunities for students to strengthen the literacy of learning materials with varied techniques and methods so that in conducting PJOK learning which is predominantly practice, students can understand the theory and material presented.

Facilities and infrastructure are very complex needs in the implementation of PJOK learning. Implementing PJOK learning does not

all depend on existing facilities and infrastructure, but learning will be maximized if the facilities and infrastructure are met. The study results found two schools with fewer physical education facilities and infrastructure. However, it can be overcome by PJOK teachers in each school.

With the existing conditions, teaching teachers are required to carry out their roles and duties by the primary duties and functions of teachers, including aspects of planning, implementation, and evaluation. These three factors greatly determine learning outcomes and success by the objectives of each learning.

Learning PJOK independent curriculum is likely successful if it can improve competence and character by the profile of Pancasila students. This means that learning with an independent curriculum aims to facilitate students in developing and improving their competencies through the six profiles of Pancasila students.

Implementing or implementing the independent curriculum in the subjects of Physical Education, Sports, and Health in the Junior High School of Temanggung Regency is known for being 13 teachers from 19 teachers spread across nine driving schools of Temanggung Regency.

Curriculum Merdeka learning assessment is a series of activities carried out to determine the level of student ability in learning in the Independent Curriculum and can be used as a tool to evaluate a learning process. Later, the results of this evaluation can be a reference for teachers in helping to improve student learning outcomes.

According to the Education Standard, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2022:26), The independent curriculum learning assessment includes diagnostic, formative, and summative assessments.

The observation results found that all teaching teachers in junior high schools have carried out assessments or assessments for students. Be it diagnostic assessment or initial assessment, formative or process assessment, and summative assessment or final assessment. All assessment processes have been included in the teaching module assessment rubric, but in its implementation, sometimes it is different from the rubric that has been made before.

Varied assessment processes are only sometimes carried out. PJOK teachers adjust to the needs of the material being provided. The obstacle that arises is the implementation of a joint summative assessment in writing. Some teaching teachers at the driving school of SMP Temanggung Regency do not agree that the assessment should be done in writing because PJOK subjects have the characteristics of skill practice.

The study found that in recapping the report card assessment, PJOK teachers gave a more significant percentage of daily practice scores than the results of written assessment scores. So that students who have good practice skills will also adjust.

CONCLUSION

From the results of research that have

been carried out on the Implementation of the Independent Curriculum for PJOK subjects at the Junior High School in Temanggung Regency, conclusions can be drawn:

- 1) The learning planning of PJOK Curriculum Merdeka at the Junior High School in Temanggung Regency has been carried out by all teachers well. It is shown by each teacher compiling learning tools by analyzing learning outcomes, flow of learning objectives, and teaching modules.
- 2) The implementation of PJOK Curriculum Merdeka learning at the Junior High School in Temanggung Regency has been carried out by all teachers as well as possible. All teachers have implemented differentiation learning in learning even though there are still some obstacles and obstacles.
- 3) All teaching teachers have carried out the assessment of PJOK Curriculum Merdeka learning at the Junior High School in Temanggung Regency. The implementation of learning assessment is applied in various methods and ways according to teacher innovation in each school.

ACKNOWLEDGMENTS

Based on the results of this study, researchers can provide suggestions as follows:

- 1) Headmaster to work with other Principals in the Mover School to conduct training with the same experts or resource persons. As well as given

concrete examples related to independent curriculum learning in the field. As well as supervising teaching teachers related to learning development with an independent curriculum.

- 2) Teaching teachers should have the courage to argue about things that have yet to be understood regarding the independent curriculum to the principal or related agencies. The next suggestion is to communicate more often with other school teaching teachers to share teaching experiences and ask if there are things that are still in doubt.
- 3) In implementing the Independent Curriculum, teachers are still found from outside other expertise, so educators' learning is less than optimal.
- 4) Students should also be prepared and adjust the rules in the implementation of the new curriculum so that the teacher's task as a facilitator can be achieved.

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