



Analysis of the Implementation of Physical Education Learning in the Independent Curriculum

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Abstract

The essence of independent learning is the readiness and courage of teachers and students in the learning process. The aim of this research is to determine empirically the results of implementing the independent learning curriculum in PJOK learning in an integrated Islamic basic education unit in the city of Depok, West Java. The research method used was a qualitative approach through interviews, FGDs and questionnaires for 6 months (May-October 2023). The research results found: 44% of respondents were not ready to understand the independent curriculum yet, 46.9% of respondents were not ready for the independent curriculum in PJOK subjects, 47% were ready to implement the independent PJOK curriculum, 78% had implemented the independent PJOK curriculum. Thus, it was concluded that the readiness and implementation of the independent PJOK curriculum had been carried out well by the PJOK teachers at SDIT Depok City so that learning could proceed with the expectations and goals that had been set. The implication of this research is that the success of PJOK learning is supported by the teacher's readiness and understanding of the independent curriculum.



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INTRODUCTION

The current era of disruption has brought about very fundamental changes in sectors of life, including in the education sector (Babbar & Gupta, 2022). Based on the Program for International Student Assessment (PISA), results for Indonesia show that 70% of students aged 15 years are below the minimum competency in understanding simple reading or applying basic mathematical concepts (Almazroa & Alotaibi, 2023). This PISA score has not experienced a significant increase in the last ten to fifteen years. The study shows that there are large gaps between regions and between socio-economic groups in terms of learning quality, which has been exacerbated by the COVID-19 pandemic. To overcome this, the Ministry of Education and Culture has simplified the curriculum in special conditions (emergency curriculum) to mitigate learning loss during the pandemic. The results, from 31.5% of schools that used the emergency curriculum, showed that the use of the emergency curriculum could reduce the impact of the pandemic by 73% (literacy) and 86% (numeracy) (Tang, 2023).

In the current era of Society 5.0, all aspects of life are related to technology, this has made humans have to think critically and be able to adapt and innovate. Of course, education must also transform in the Society 5.0 era (Saimon et al., 2023). Education is considered as developing competencies to think, act and live as part of world society. So, this education must be able to provide lessons according to the needs of both students and teachers. The dynamics and changes in the field of education that are currently being felt are very dynamic, namely that there is rapid progress in information technology, learning models must be able to answer challenges so that there is a shift

in the role of teachers or lecturers, not just central learning. This is supported by the results of previous research, it is known that the skills needed by teacher graduates in 21st century learning are pedagogical competence and technological skills (Subandi et al., 2022). So, efforts need to be made to improve the quality of human resources.

The government, in this case the Ministry of Education and Culture, has made various breakthroughs in efforts to restore learning, schools are given the freedom to determine the curriculum they will choose. There are three curriculum options that can be used by schools, including: the full 2013 curriculum, the emergency curriculum, and the independent curriculum (Abiddin et al., 2022). One of these breakthroughs is by creating a new policy program, namely the "Freedom to Learn" education program (Yamin & Syahrir, 2020). The presence of this program is aimed at supporting the realization of smart education through improving and equalizing the quality of education, expanding access and the relevance of utilizing technology in realizing world-class education that produces collaboration, communication, critical and creative thinking skills. That way, human resources will be able to respond to the challenges of this increasingly developing and changing era.

Education cannot be implemented without a curriculum. The curriculum is an integral part of the education process (Angga et al., 2022). Simply put, the curriculum is a guideline for implementing education. It is said that, because the curriculum is the basis for implementing the learning process in schools. Of course, there is no learning process without a curriculum. Where would education in Indonesia go if there was no curriculum? The curriculum is a tool used to achieve educational goals so it can be said that the curriculum is a

reference for the process of implementing education in Indonesia (Nurmasyitah et al., 2023). In line with this, the curriculum certainly cannot be underestimated as just a document, but rather as a tool and reference for education implementers to carry out the best educational process in order to achieve national education goals. How can education be carried out well, if education implementers do not understand the curriculum itself?

As part of efforts to restore learning, the Independent Curriculum is an alternative that can be implemented by every education unit. This is because there are several advantages in an independent curriculum, including being simpler, more flexible and in-depth, more independent, and providing a diversity of up-to-date teaching materials (Quratul Aini & Adiyono, 2023). This curriculum is here to perfect the implementation of the 2013 curriculum. This is supported by the research results of Wahyuni, et al. (2019) that teachers experience difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and assessing learning. Then the results of the study from Maladerita, et al. (2021) who explained that implementing the 2013 Curriculum was too complicated in terms of implementation. Because of this, the government made a breakthrough with the Independent Curriculum. Like the results of research from Nyoman, et al. (2020) that teachers' understanding of implementing the Independent Curriculum is still in the sufficient category, and needs development.

The Merdeka Curriculum was developed as a more flexible curriculum framework (Sampelolo & Kombong, 2022). The focus of this curriculum is on essential material and developing the character and competencies of students. The characteristics of the Merdeka Curriculum are first, learning is based on

soft skills and character development projects that adapt to the profile of Pancasila students. Second, Project Based Learning for the development of soft skills and character according to the Pancasila student profile is the first characteristic of this independent curriculum. Second, concentrate on the most important information to allow enough time for in-depth study of basic skills such as literacy and numeracy. Third, teachers must have the freedom to adapt their teaching methods to students' needs and abilities as well as local contexts and subjects (Barlian et al., 2022).

In the implementation of independent learning, a problem was encountered that teachers had not adopted the concept of independent learning in the learning process. Revina (2019) stated two reasons, namely (1) teachers do not have experience with the concept of independent learning either as student teacher candidates or in their profession as teachers, (2) there are limited references so that teachers have difficulty finding references for designing and implementing independent learning (Aritonang & Armanto, 2022). This makes teachers less likely to understand the concept of independent learning. This condition keeps teachers and students trapped in the education they have experienced so far. For example, students will carry out learning as just a routine activity without meaning, or students feel burdened in learning so that they feel bored, less creative, and become passive in learning (Husein, 2020).

Physical Education, Sports and Health (PJOK) in Indonesia has been implemented from an early age, starting from elementary school to university education, this proves that PJOK is an important learning because it can improve memory and provide valuable experience through physical activity (Beauty et al., 2020). PJOK is an integral part of

education as a whole (Rochman et al., 2020). Even so, it is not easy to carry out collaboration between the Independent Learning Curriculum and PJOK. Moreover, not all schools can implement the new curriculum well and according to the rules (Subandrio & Kartiko, 2021).

Freedom to learn in PJOK learning, one of which is allowing students to move according to their pleasure using spaces that have been prepared and deliberately designed by the teacher to shape students' attitudes, knowledge and skills. In fact, learning activities seem to be neglected, as if students are freed to carry out various learning activities on their own. To overcome this, the supervisory role of teachers must be strengthened with various appropriate strategies, so that student activities become a process towards achieving the learning objectives that have been formulated.

In reality, conditions that often occur, namely: During learning, it is very important for teachers to come to class, teach, make monotonous assessments, concentrate on the final grade, carry out the assessment period as desired and as comfortably as possible, regardless of basic understanding of the curriculum. tendency to learn independently. Due to the free nature of learning, the design is no longer as rigid as before, but more flexible, allowing students to fully explore the information they want as they find it. Therefore, it is necessary to study the implementation of the independent learning curriculum, especially in PJOK subjects.

The focus of the problem is the achievement of the independent learning curriculum in PJOK subjects at SDIT, with the hope of becoming the basis for information and input related to curriculum development, learning strategies and also learning evaluation in the independent learning curriculum.

METHODS

The aim of this research is to determine empirically the results of implementing the independent learning curriculum in PJOK learning in integrated Islamic elementary schools in the city of Depok, West Java. In particular, physical education teachers' readiness and understanding when delivering learning material so that learning objectives can be achieved.

This research focuses on analyzing the achievement of implementing the independent learning curriculum in PJOK subjects, therefore the approach and method used in this research is a qualitative approach through group discussion forums. (Saputra et al., 2023).

Participants

The population and sample in this research are physical education, sports and health teachers in integrated Islamic elementary schools in the city of Depok, West Java.

Sampling Procedures

The characteristics of criteria in selecting samples taking into account the field of teaching study. And the sampling procedure uses purposive sampling technique. Purposive sampling is a sample determination technique with certain considerations (Sugiyono, 2017).

Materials and Apparatus

Materials and equipment used in collecting research data through literature studies related to the PJOK independent learning curriculum, as well as semi-structured interview guides.

Procedures

This research focuses on analyzing the achievement of

implementing the independent learning curriculum in PJOK subjects, therefore the approach and method used in this research is a qualitative approach through group discussion forums. Secondary data sources were collected from semi-structured interviews using a purposive sampling method (Aka, 2019).

Design or Data Analysis

The data analysis technique used in qualitative analysis has four stages, namely data collection, data reduction, data presentation and the final step is drawing conclusions and verification (Sugiyono, 2016).

RESULT

The results of research analyzing the achievement of the PJOK independent curriculum in integrated Islamic elementary schools in Depok City, West Java, can be seen from the research findings that 14 (44%) respondents stated that they were not ready to understand the independent curriculum. Then next, it can be seen that 15 (46,9%) respondents said they were not ready for the independent curriculum in PJOK learning, but it should be noted that there were 10 (31,2%) respondents who said they were ready for the independent curriculum in PJOK learning. The next research finding was that 47% of PJOK teachers at SDIT expressed readiness to implement the independent curriculum in PJOK learning. Furthermore, from the findings, 78% said they were ready or had implemented the independent curriculum in PJOK learning.

DISCUSSION

The curriculum is a tool for achieving educational goals, as well as a guideline for implementing learning at all

types and levels of education. The curriculum is never separated from the State's philosophy, namely Pancasila and the 1945 Law which describes a nation's way of life. Education and curriculum in Indonesia from kindergarten to university, whether formal or non-formal, must be directed and adapted to the vision, mission and goals of national education as stated in the National Education System Law no. 20 of 2003 (Muthaher & et. al, 2023).

Curriculum development is the process of preparing a plan regarding the content and learning materials that must be studied and how to study them. Curriculum development is essentially the development of learning components that form the curriculum system itself as well as the development of learning components as curriculum implementation. Thus, curriculum development has two equal sides, then forming a written curriculum and curriculum content is important, namely the curriculum side as a guideline for implementation which is none other than the learning system (Baharun & Adhimiy, 2018).

The independent learning curriculum was launched by the Minister of Education and Culture (Mendikbud), namely Nadiem Anwar Makarim, on Monday, February 1 2021. In his direction, the Minister of Education and Culture said that the Driving School Program is a catalyst for realizing the vision of education in Indonesia by realizing the Pancasila Student Profile (Yunaini et al., 2022). The Independent Learning Curriculum can be called a form of evaluation of the 2013 Curriculum, as stated on the Ministry of Education and Culture's website, that the Independent Curriculum is a curriculum with diverse intracurricular learning, where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Rizki &

Fahkrunisa, 2022). This curriculum is an option for all educational units which in the data collection process are educational units that are ready to implement the Merdeka Belajar curriculum. Good curriculum development is based on a number of foundations, namely philosophical, sociological, psychological, conceptual-theoretical, historical and juridical foundations (Almarisi, 2023). It is hoped that the selected philosophical foundation can provide a basis for developing all students' potential to become superior Indonesian human beings as stated in the national education goals. Pancasila is a way of life, the basis of the state, and a national ideology which functions as one of the pillars of the Indonesian national state. In the context of education, Pancasila and the 1945 Constitution have been accepted as the foundations of national education (Barlian et al., 2022).

Education always strives to create students who always make updates all the time. The resulting changes and innovations are able to provide maximum contribution to the progress of a nation that has quality human resources (Sopiansyah et al., 2022). Junaidi's research shows that independent learning is part of teacher professional development and there is confidence in teacher competence in implementation in each school (Junaidi, 2021). PJOK is a subject with physical activity as a tool in achieving its learning goals. Physical education is an activity to create an environment that has the potential to develop students towards positive behavior through physical activity (Nurrohm, 2020). Physical Education, Sports and Health is one of the subjects at school that can influence a person's life, because Physical Education subjects not only pay attention to psychomotor aspects (ability to move), but also pay attention to cognitive aspects (knowledge) and affective aspects (behavior). However, in

practice, the application of learning in schools generally applies more practice than learning theoretical knowledge.

The concept of independent learning can trigger student character development through physical activity in PJOK learning. Students can choose the physical activities they want to do according to the teacher's instructions regarding physical literacy. Purwata's research, research results found that in independent learning, PJOK is an integral part of other subjects or is part of the overall educational process, but PJOK carries out learning interactions with students through physical activities which are arranged systematically according to age level and physical and mental development, to improve physical and spiritual quality as a basis for achieving educational goals (Parwata, 2021). The results obtained after carrying out data analysis are used as a basis for answering problems and drawing conclusions in this research. Readiness is a state of readiness, readiness that an individual must have before carrying out activities in response to a certain goal. A teacher's readiness certainly determines the achievement of learning objectives. Educators are one of the main determining factors in the success of learning, so an educator must prepare all learning needs in any aspect, including learning preparation, learning implementation and learning evaluation.

The research results stated that PJOK teachers were not ready for the Merdeka curriculum. The findings of this research are in line with the opinion of Revina (2019) stating two reasons, namely (1) teachers do not have experience with the concept of independent learning both as student teachers and in carrying out their profession as teachers, (2) there are limited references so that teachers have difficulty finding references for designing and implementing independent learning

(Aritonang & Armanto, 2022). This makes teachers less likely to understand the concept of independent learning. This condition keeps teachers and students trapped in the education they have experienced so far. For example, students will carry out learning as just a routine activity without meaning, or students feel burdened in learning so that they feel bored, less creative, and become passive in learning (Husein, 2020).

Then, the teacher's unpreparedness in understanding the Merdeka curriculum in PJOK learning. This is a concern where PJOK is an integral part of education as a whole (Rochman et al., 2020). Even so, it is not easy to carry out collaboration between the Independent Learning Curriculum and PJOK. Moreover, not all schools can implement the new curriculum well and according to the rules (Subandrio & Kartiko, 2021). The problems of PJOK teachers in implementing the independent curriculum are caused by the following: lack of teacher experience and understanding, difficulties in providing learning experiences that are in accordance with curriculum objectives, limited facilities, references and learning access, teacher dominance in learning activities and time management (Hehakaya & Pollatu, 2022). Furthermore, the readiness of PJOK teachers in implementing the independent curriculum in PJOK learning. In accordance with Junaidi's research, it shows that independent learning is part of teacher professional development and there is confidence in teacher competence in implementation in each school (Junaidi, 2021). So, teachers must be ready to implement the independent curriculum, including for PJOK teachers. Furthermore, from the findings, it states that they are ready or have implemented an independent curriculum in PJOK learning, of course

this is a necessity for PJOK teachers to move for the advancement of education. The research findings are in line with the research results of Subandrio and Kartiko's research showing that the implementation of the independent learning curriculum in PJOK subjects is in the good category (33%) (Subandrio & Kartiko, 2021). As well as the results of Pratiwi and Kurniawan's research, the implementation of the independent learning curriculum can be said to be good in several aspects of learning such as the movement skills aspect, the movement knowledge aspect, the utilization and development aspect of movement or from the aspect of strengthening the Pancasila profile (Pratiwi et al., 2023).

Based on the results of the analysis of each of the factors above, it turns out that from the factors of understanding the independent curriculum, understanding the independent PJOK curriculum, readiness in implementing the independent curriculum in PJOK learning to the implementation or implementation of the independent curriculum in PJOK learning in various categories, there are those who state they are ready and even there are also those who are very unprepared. PJOK teachers in the independent curriculum are required to be teachers who are creative, innovative, active in managing and designing learning, both during planning, implementation, and evaluation and assessment. Moreover, more complex teaching tools indicate that as a teacher you must be able to arrange them according to criteria that are more flexible and in accordance with the needs of students. This provides information for universities to help teachers and the government to provide follow-up for teachers who do not yet have further understanding through activity programs related to the independent learning curriculum, especially for PJOK teachers.

CONCLUSION

Based on the research findings, the conclusion is that PJOK teacher understanding and readiness in implementing the PJOK independent curriculum is one of the factors in the success of implementing the independent curriculum. The readiness and implementation of the independent curriculum in PJOK learning for PJOK teachers at SDIT is a very good thing so that learning can run with predetermined expectations and goals.

Based on the conclusions above, here are several suggestions that can be given to increase the readiness and implementation of the independent learning curriculum in PJOK learning at SDIT, as follows: for universities, they can hold workshops or training activities for teachers related to the implementation of the independent curriculum in PJOK learning, and for PJOK teachers must be ready to face changes and developments in the curriculum by seeking information and ideas related to the implementation of the independent curriculum in PJOK learning so that learning can be carried out optimally.

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