



Implementation of the Merdeka Curriculum in Physical Education, Sports, and Health Subjects at Langsa City Public Elementary Schools

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Abstract

This study aims to evaluate the implementation of the Merdeka Curriculum in Physical Education, Sports, and Health (PJOK) subjects at Langsa City Public Elementary Schools. The focus of the research is on the learning process and the results achieved by students. This study uses observation and evaluation methods based on the standard learning process of PJOK. Data were collected through observation of learning activities that included introductory, core, and closing activities in classes VIII and IX. Data analysis in this study was carried out using the prerequisite test and t-test to test the research hypothesis. The results showed that the average value for preliminary activities was 45.5 (excellent category), core activities 50.09 (excellent category), and closing activities 15.13 (good category). Overall, the implementation of PJOK learning received a total score of 110 which is included in the excellent category. This study also found that the implementation of the Merdeka Curriculum at the school has been implemented optimally. The implementation of the Merdeka Curriculum in the PJOK subject at Langsa City Public Elementary Schools has been going well, having a positive impact on the learning process and student learning outcomes. Guidance from the driving school has assisted teachers in implementing meaningful learning by the new paradigm. The evaluation shows that the PJOK learning process not only improves students' physical fitness but also their social and individual development.



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INTRODUCTION

Education has a meaning as an effort to provide information and build skills, but the meaning of education is enhanced to include efforts to realize individual desires, needs and abilities to achieve a satisfying personal and social life pattern. In carrying out education, there must be a means to prepare for future life in continuing the life of the current child who is in the process of stages towards maturity. Education is a stage of learning that is obtained by every human being with a predetermined age level of students so that students can understand, understand, and think maturely in making humans able to think critically in running their lives. The basis of education is a foundation for developing aspects of education and personality development.

The world of education needs a working foundation to give direction and purpose to an educational curriculum. Education is one of the human needs that needs special attention from all parties. As stated in the Republic of Indonesia Law No. 20 of 2003 concerning the national education system (Sinargrafika 2007) "Education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential in achieving spiritual development, controlling self and emotional states, expertise, noble character and skills needed in their personality, community, nation, state. The educational process is carried out on an ongoing basis that provides adjustments to the level of human development physically-mentally, which is free and aware of Allah the almighty creator as, realized through the local environment through intelligence, emotional and humanity of humans (Rukajat, 2012).

The preparation of infrastructure through the scope of education is a priority in the area of wisdom of the nation and state. The policy is encouraged to be implemented immediately to save the appropriate education process. This is done based on the 1945 Constitution of Market 28C paragraph 1, namely "Everyone has the right to develop themselves through the fulfillment of their basic needs, has the right to get education and benefit from the development of science and technology, art, and culture to improve the quality of needs, standards, curriculum, and assessment results in the scope of education". Ministry of Education, Culture, Research and Technology (Kemendikbudristek) number 56/M/2022 regarding guidelines for implementing the independent curriculum (Kumer) in the context of learning recovery. (Ministry of Education: Directorate General of Basic Education, 2011).

Indonesia is a country that currently implements the concept of a national education system. Education starts from early childhood education, elementary school, junior high school, high school and university level by differentiating the levels, pathways and types of education that are carried out. Some of the latest educational programmes in Indonesia today are "12 years of compulsory education", namely 6 years in elementary school (SD), 3 years in junior high school (SMP), and 3 years in senior high school (SMA). National education must continue to be coordinated so that it has the direction to optimize positive character, improve academic knowledge, and shape the skills of students from an early age. Some of the rules that have been implemented in Indonesia are: (Widayoko, Muhardjito, 2018): 1) Open education system, 2)Diverse education system, 3)Value-oriented education system, 4)Time-

efficient education system, 5) Education system by the changing times. Curriculum development is aimed at all schools that undergo the teaching-learning process with the aim of socio-cultural changes that occur from various internal or external factors. (Adrisan Adianus, 2021). The curriculum becomes a set of learning concepts made to become a vehicle for carrying out practical tasks in the learning process. Because education is without a curriculum, the learning process will look irregular (Suharsimi Arikunto, et al, 2000). This will also lead to changes in the learning system, especially in our own country.

In the education system in Indonesia, education has undergone eleven curriculum changes, starting in 1947, with a very simple curriculum then until the last is the 2013 curriculum. Although changing the curriculum is nothing but an improvement on the previous curriculum. Every change that occurs is the policy of those responsible for handling education in Indonesia, in this case, the Ministry of Education and Culture. After the inauguration of Nadiem Makarim on 23 October 2019 as Indonesia's Minister of Education, Culture, Research and Technology (Ministry of Education and Culture 2014).

Nadiem Anwar Makarim has made several policies and excellent programmes related to education in Indonesia. One of his flagship programmes is Sekolah Penggerak. The Sekolah Penggerak programme was launched by the Minister of Education, Culture, Research and Technology on 1 February 2021. The Mover School programme started in the 2021/2022 academic year in 2,500 schools spread across 34 provinces and 111 districts/cities. Many things must be considered in curriculum development, starting from understanding curriculum

theories and concepts, curriculum principles, various models of curriculum concepts, curriculum anatomy and design, the foundations of curriculum development and others related to the curriculum development process. Simplification of lesson plans, lesson plans are made into one sheet and the New Learner Admission (PPDB) zoning system is expanded (excluding 3T areas). Guntur Cahyono argues that the assessment of the concept of "Merdeka Belajar" initiated by Nadiem Makarim has several points. First, the concept of "Independent Curriculum" is the answer to the problems faced by teachers in the education process. Second, teachers are less burdened in carrying out their profession.

The implementation of the independent learning curriculum must be in line with physical literacy in physical education, sport and health (PJOK) subjects. Physical Education and Health (PJOK) which is applied in the primary-secondary school environment teaches all students to be aware of the physical condition, and the body in each of them to maintain their body health. Things that can be done must be supervised safely and according to the knowledge learned in physical education in the school environment. In connection with the above observations, the learning process in physical education, sports and health (PJOK) subjects needs to be designed according to the needs of students. This is done so that students are automatically motivated and happy to participate actively when sports activities begin until the activity is over. The process of sports activities must also be equipped with correct theoretical understanding (Mustafa, 2021). However, the implementation of the independent learning curriculum (IKM) still has obstacles. This happened based on the results of observations made by

researchers through question and answer activities with several elementary school teachers in Langsa City. Such as limited learning resources is one of the obstacles in implementing Merdeka Belajar, the learning carried out still uses student worksheets (LKPD) and package books provided by the school. Thus, learning is still teacher-centered. The situation of students who still seem inactive when the learning process begins also makes children more easily bored and unwilling to do the tasks ordered by the teacher and the assessment process carried out by the teacher still uses the old method, namely the test method.

The task of a teacher is very heavy in this section, especially a PJOK teacher must have innovation in designing learning modules that support the development of competence and character of each student. The ideal learning process will make learners find the ideal potential in each learner themselves, and the different potentials of each learner (smart learners in the field of mathematics subjects, smart in the field of English subjects, smart in playing chess, smart in running fast and others) will become friends in collaboration. The educator must be someone who gives way in various ways. The goal of this learning is to master new things by finding learning strategies (Parker, 1986).

Cognitivism learning theory is a PJOK learning activity that occurs based on the process of change in perception and understanding. The concept of learning cognitivism can also be interpreted as intellectual potential consisting of several stages. Among them are knowledge, comprehension, application, analysis, synthesis, evaluation (Nana Syaodih Sukmadinata, 2006). Cognitive theory has a great influence on the learning process of physical education sports and health (PJOK) in Indonesia, namely cognitive

oriented (intellectually oriented) making learning a process and maintaining a balance between the role of cognition and the role of affection and the learning process focuses on the process of building memory, retention, information processing, emotions, and other aspects of intellectuality (Suparno, 2001). According to cognitive learning theory, learning activities of physical education, sport and health (PJOK) is an internal process that cannot be observed directly. This cognitive theory has several objectives in learning outcomes, namely (Barbel Inhelder, 2010): 1)Forming tested relationships, 2)Inviting and assisting teachers in understanding the various characters of other people encountered, 3)Constructing scientific principles that can be applied when sports activities begin, 4)A person must be able to achieve understanding of physical and spiritual activities in themselves and their environment.

The cognitive theory model is widely applied in education. Perceptual processes in a person's behavior are believed that "learning" is produced through several perceptual processes that form relationships and adapt to the cognitive structure and memory of learners. The basic principles of cognitive learning theory are formulated as follows (Danoebroto, 2015): 1)Learning through physical education activities is a mental and physical event related to the mindset of attention, perception, problem solving, and awareness, 2)In connection with learning, cognitive behavioral learning theory ultimately agrees that teachers must pay attention to the character and behavior of each learner that appears such as completion of homework, test results, and must also pay attention to a person based on his psychological condition, 3)Cognitive experts believe that a person's thinking ability is not the same and is not fixed from time to time.

Thus, through the background that has been told, of course this problem cannot just happen. A teacher must be able to explain specifically to each learner that the benefits of independent curriculum innovation have a stage of development based on the achievement of learner development. Therefore, researchers are encouraged to research to find out more about how "Implementation of the Independent Curriculum in Physical Education, Sports and Health (PJOK) Subjects at Langsa City Public Elementary Schools".

METHODS

This research was conducted at Langsa City Public Elementary Schools. This research uses an evaluative approach with the Countenance Stake model. Countenance Stake emphasizes that there are two basic activities in this model of programme evaluation, namely description and judgment and there are three stages in the education programme, namely antecedents (context), and outcomes. The general emphasis in this evaluation is that the evaluator provides an assessment of the programme being evaluated (Eko Widyoko Putro 2016). In this model, evaluation consists of components 1) antecedent (input), 2) transaction (process) and 3) outcome (result). This evaluation is designed to collect, analyze, and present useful information about the implementation of the Merdeka Curriculum in Physical Education, Sports, and Health (PJOK) subjects at Langsa City Public Elementary Schools. Evaluation is defined as research that aims to collect, analyze, and present useful information about the object to be evaluated and the evaluation results are used to make decisions by assessing and comparing with evaluation indicators. Evaluation is defined as an activity in finding out

something valuable and looking for important information to assess a programme, production, procedure, with a strategy that has been designed to achieve something that has been determined (Cepi, Suharsimi, 2004). The purpose of programme evaluation is divided into two components, namely general objectives and specific objectives. The general purpose of programme evaluation is to determine how effective the programme is being implemented. The specific purpose of programme evaluation is to determine how influential programme performance is (Mulyatiningsih, 2012). These objectives show that programmes that have been designed and implemented need to be evaluated to determine the level of success. With the programme evaluation, the causes of the success and failure of a programme will be known. Thus, the manager can find out how to improve the programme. The author chose the Countenance Evaluation Model. This model is effective for evaluating the implementation of the Merdeka Belajar curriculum in physical education, sports and health (PJOK) subjects by describing three things, namely, context, process, and results.

Participants

The participants of this study consisted of fourth and fifth grade students and physical education teachers at Langsa City Public Elementary Schools. The number of student participants was 120 people selected using a random sampling technique. While the number of teachers who became participants was 10 people.

Sampling Procedures

This study used a random sampling method to select participants, ensuring each member of the population had an equal chance of being selected for

the sample. This method increases the generalisability of the findings. Approximately 85% of the contacted sample participated in the study. Specifically, 120 out of 140 students contacted and 10 out of 12 teachers contacted agreed to participate. Participants were randomly selected from the eligible population. No participants voluntarily chose to participate without going through a predetermined selection process. Data were collected at Langsa City Public Elementary Schools, including in the classroom during regular school hours. Observations, questionnaires, and interviews were conducted in this location to maintain a natural and comfortable environment for participants. Written informed consent was obtained from all participants after a full explanation of the purpose of the study and the procedures to be followed. No financial compensation was provided, but participants received a certificate of appreciation in recognition of their contribution. Inferential statistics, specifically t-tests, were used to test the hypotheses, taking into account relevant statistical power to ensure the reliability and validity of the results. Data were analyzed using the latest version of SPSS statistical software.

Materials and Apparatus

The materials and equipment used in this study are 1) Specially designed questionnaires used to collect data on participants' perceptions of the implementation of Merdeka Curriculum. 2) Standardized observation sheets were used to systematically record observations during PJOK classes. 3) A structured interview guide was developed to conduct in-depth interviews with teachers. 4) An audio recorder was used to capture interviews so that they could be accurately transcribed and analyzed and

5) SPSS software was used for statistical analysis of the quantitative data collected.

Procedures

Data collection in this study involves several important steps. The independent variable is the implementation of Merdeka Curriculum in Physical Education, Sports, and Health (PJOK) subjects, while the dependent variables include student academic performance, student engagement in learning, and teacher perceptions of the curriculum. The experimental group consisted of students and teachers who experienced the implementation of Merdeka Curriculum. Participants were randomly placed into groups based on their class assignments to ensure the naturalness of the learning process. The researcher acts as a passive observer who does not interfere with the learning process, collecting data through observation, distributing questionnaires, and interviews without affecting classroom interactions.

Before data collection began, participants were briefed on the purpose of the study and the procedures to be followed, and were assured of the confidentiality of their data. Students engaged in PJOK activities as usual and filled out the questionnaires provided, while teachers taught according to the Merdeka Curriculum guidelines and participated in interviews conducted by researchers. Informed consent was obtained from all participants after being given a full explanation of the purpose and procedures of the study, with the guarantee of the right to withdraw from the study at any time without any consequences.

Design or Data Analysis

This study employed a qualitative research approach using the Countenance Evaluation Model developed by Stake.

The Countenance Evaluation Model focuses on two main aspects: description and judgment. 1)The three stages of this model are:Antecedent (Context): This stage examines the background and conditions that existed before the implementation of the Merdeka Curriculum on the Physical Education, Sports, and Health (PJOK) subject in public elementary schools in Langsa City, 2)Transaction (Process): This stage evaluates the implementation process of the Merdeka Curriculum on the PJOK subject, including the teaching and learning activities, the role of teachers, and the students' responses. 3)Outcome (Results): This stage assesses the outcomes or results of the Merdeka Curriculum implementation on the PJOK subject, such as the impact on students' development and the achievement of the intended goals.

The data collection methods used in this study include interviews, observations, and document analysis. The interview data were analyzed using thematic analysis to identify recurring patterns and themes. Observational data were used to corroborate the information gathered from the interviews and document analysis. The document analysis focused on reviewing relevant policies, curriculum guidelines, and instructional materials related to the Merdeka Curriculum implementation in PJOK.

RESULT

This study evaluates the implementation of the Merdeka Curriculum in Physical Education, Sports and Health (PJOK) subjects at Langsa City Public Elementary Schools. This research focuses on three main aspects: the basic concept of the Merdeka Curriculum Implementation (IKM) programme in PJOK subjects, the impact

of implementing IKM on student development, and the evaluation of the countenance stake model at the school.

a. Basic Concepts of Implementing Merdeka Curriculum in PJOK Subjects

The Merdeka Curriculum is a new initiative of the Indonesian Ministry of Education, Culture, Research and Technology (Kemendikbudristek) which aims to improve the education system by emphasizing Indonesian values and local wisdom. This curriculum aims to produce an independent, creative, and innovative generation through a learner-centered learning approach. Some of the basic concepts of IKM include: 1) Learner-centered education, where learners become the main subject in the learning process, 2) Learning that aims to produce students who are personalized, smart, intelligent, active, independent, and have good communication skills. The implementation of Merdeka Curriculum at Langsa City Public Elementary Schools is carried out with a learning approach that focuses on changing times. Principals and teachers play an important role in supporting student-centered learning, ensuring that the teaching-learning process meets the needs of students and produces quality graduates.

a. Student-centered Learning

A student-centered learning approach allows students to learn independently and actively participate in learning activities. Students are encouraged to think critically, take responsibility and find their own sources of information. This learning also involves cognitive,

affective, and psychomotor aspects, thus supporting students' holistic development. PJOK subjects utilize physical activity to produce physical, mental and emotional changes in students.

b. Fun Learning Experience

Learning that is interesting, interactive, and not monotonous is very important to increase students' interest in learning. The learning methods used include games as learning media, interactive technology, and collaboration in PJOK activities. The Merdeka Curriculum has advantages such as a focus on essential material, character development through the P5 project (Strengthening the Pancasila Student Profile), and flexibility for schools to design an operational curriculum according to student needs.

Merdeka Curriculum provides learning innovations that support the development of students' learning potential and interests. Its main objective is to drive improvements in the quality of education and recovery from the learning crisis through a curriculum that is relevant, immersive and fun. With proper implementation, this curriculum is expected to improve the quality of education in the future. This research shows that the implementation of Merdeka Curriculum in PJOK subjects at Langsa City Public Elementary Schools has been running well, with full support from principals and teachers, and a student-centered learning approach.

DISCUSSION

The results showed that the implementation of Merdeka Curriculum in PJOK subjects at Langsa City State

Elementary School has had a positive impact on student learning. This is in line with previous research which states that a student-centered curriculum can increase student learning engagement and motivation (Sugiyanto & Budiningsih, 2020). The Merdeka curriculum, with its focus on character development and holistic abilities, provides space for students to optimally develop their potential.

The student-centered learning approach has been shown to be effective in increasing students' independence and critical thinking skills. This research supports the findings of Johnson et al. (2019) who stated that student-centered learning can increase active participation and better learning outcomes. Through this approach, students at Langsa City Public Elementary Schools showed improvement in their cognitive, affective and psychomotor abilities, which are important for holistic development. The use of engaging and interactive learning methods, such as games and interactive technology, has successfully created an enjoyable learning experience for students. This research supports the results of a study by Arends (2018) which shows that enjoyable learning experiences can increase students' interest and motivation to learn. This method also allows students to learn through hands-on practice, which strengthens their understanding of the material being taught.

The implementation of Merdeka Curriculum at Langsa City Public Elementary Schools has had a significant positive impact. Teachers and principals who play an active role in supporting the implementation of this curriculum have created a conducive learning environment for students. This research is in line with the findings of Widyastuti (2021), which states that support from the school is very important for the successful

implementation of the new curriculum. With this support, students can learn in an atmosphere that is more flexible and adaptive to their needs.

Although the results of this study show the positive impact of implementing Merdeka Curriculum, there are several limitations that need to be considered. One limitation is that the research sample is limited to one school, so the results may not be generalisable to all schools in Indonesia. In addition, this study has not fully examined the long-term impact of implementing the Merdeka Curriculum. The implication of this study is the need for continuous evaluation of the implementation of the Merdeka Curriculum, as well as the expansion of research to various schools in various regions to get a more comprehensive picture. In addition, further training and support for teachers is needed to ensure that they can implement this curriculum effectively.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the implementation of the independent curriculum (IKM) in physical education, sports and health (PJOK) subjects at Langsa City Public Elementary Schools is as follows: 1) The basis for implementing the independent curriculum (IKM) is because there are several school choices that have graduated from the driving school programme, 2) The mentoring carried out by the driving school makes teachers able to implement meaningful learning and in accordance with the new paradigm, 3) The PJOK learning process is a process of developing students as individuals and social beings to grow and develop socially based on conducive activities carried out in their school area. The implementation of Merdeka Curriculum

through PJOK subjects is carried out for four hours a week. This aims to improve holistic changes in individual quality (physical, mental, emotional), 4) Evaluation of the implementation of the independent curriculum (IKM) Countenance Stake model: a) Planning Aspects (Attendant). The programme process of implementing the independent curriculum through learning PJOK at Langsa City Public Elementary Schools has policies, reasons, and demands set out in the Permendikbud Ristek. In general, the goals and needs of this IKM indicate that all students can carry out a good learning process. The implication of the learning process on SMI is that the best analyses, decisions, and results are also obtained from each student. This is due to the completeness of the facilities and infrastructure equipped by the school and in accordance with the qualifications of student competence based on the results of PJOK learning in Langsa City Public Elementary Schools. b) Evaluation of planning aspects (Transaction). The purpose of physical education is to improve the level of good health of children and it cannot be assumed that the purpose of physical education is to improve physical fitness. Strengthening the learning outcomes of the implementation of the independent curriculum in physical education lessons that learning is carried out essentially, with a meaningful process, and not just routines, c) Evaluation of Aspects, Results, and Impact (Outcome). The results of the learning process through the implementation of an independent curriculum through PJOK learning, many children can practice striking body movements through body movements that emphasize strength, speed and accuracy. Learners can coordinate skills and movements in the five senses. And learners' proficiency should be communicated and accepted by all

students. For future research, it is recommended to conduct longitudinal studies that can provide deeper insights into the long-term impact of Merdeka Curriculum. In addition, more in-depth research on teacher training strategies and resource support would be very beneficial to overcome the challenges faced in implementing this curriculum. Thus, this study makes an important contribution to the literature on curriculum reform and offers practical recommendations to improve the implementation of Merdeka Curriculum in Indonesian schools. These results are expected to encourage the development of education policies that are more effective and responsive to the needs of students and teachers. In conclusion, Merdeka Curriculum offers an innovative approach to education in Indonesia, focusing on active and participatory learning that can improve academic performance and student engagement. However, ongoing support and comprehensive evaluation are essential to ensure the long-term success of this curriculum. By paying attention to the recommendations from this study, it is hoped that Merdeka Curriculum can continue to develop and provide significant benefits to education in Indonesia.

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