

Implementation of the Independent Learning Curriculum for Physical Education, Sport, and Health Subjects at SD N Krapyak 2 Wedomartani

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Abstract—This study aims to examine the implementation of the Independent Learning Curriculum (*Kurikulum Merdeka Belajar*) in the Physical Education, Sports, and Health (PJOK) subject at SD N Krapyak 2 Wedomartani, Ngemplak, Sleman. The research employed a descriptive qualitative method involving the principal, teachers, coaches, and school staff as subjects, with a total sampling technique. Data were collected through observation, interviews, and documentation, and analyzed descriptively. The results indicate that the curriculum implementation has been carried out gradually and incorporates project-based learning. Challenges include difficulties for teachers in instilling the six Pancasila Student Profile characters, limited facilities and infrastructure, and the use of conventional teaching methods. Teachers were also less optimal in using learning media. Solutions include seeking references related to learning assessments and regularly participating in training on the implementation of the Independent Learning Curriculum.

Keywords— Implementation, Independent Learning Curriculum, Physical Education Subject.

I. INTRODUCTION

Education is one of the ways to develop well-rounded individuals with noble character and good personality. Masgumelar & Mustafa (2021, p. 49) argue that education is a conscious and planned effort by educators to create a learning environment and learning process that enables students to actively develop themselves in terms of skills, attitudes, and knowledge. Improving the quality of education is the main way to achieve this. Educational services are provided in order to give students the opportunity to learn in a happy, challenging, meaningful, and enjoyable atmosphere. The current situation is that there is easy access to various services and facilities for various needs in life, which has a positive impact, but also carries negative risks.

It is important to realize that a lack of movement and physical activity can lead to diseases caused by degenerative changes in the body, which ultimately reduce a person's productivity and competitiveness. Physical Education, Sports, and Health (PJOK) is an integral part of the overall education system. As one of the subjects in school, and the availability of physical activities for students (Filiz & Konukman, 2020, p. 48). The implementation of PJOK is not only a physical activity and aims for that alone, but also to develop the full potential of students through physical activities.

The main objective of PJOK is to improve and encourage the physical, psychological, and social development of

students. In addition, PJOK aims to train motor skills and maintain physical and mental health (Bulqini, et al., 2021, p. 55). This objective encourages the development of self-motivation to engage in physical activity, strengthen self-concept, learn responsibility, and develop cooperation skills.

Schools still experience difficulties and are perceived as ineffective in implementing the learning process. If this condition continues, it is possible that learning loss will occur, which can result in a decline in motivation to learn at school and, of course, a decline in academic achievement (Pasani, et al., 2021, p. 2). The government, through the Ministry of Education, has prepared an appropriate and effective curriculum to solve this problem. The government has created a curriculum design that can be implemented by every educational unit, namely the 2013 curriculum and the independent curriculum. The government has instructed every educational unit to choose a curriculum that suits the capabilities of the school and the characteristics of its students. This is a challenge for schools to implement the independent curriculum.

The independent curriculum has emerged as an alternative that can be implemented in every educational unit, due to several advantages it offers, including being simpler and more in-depth, more independent, and providing a variety of up-to-date teaching materials. Education always strives to create students who are constantly innovating. These changes and innovations can contribute maximally to the progress of a nation with quality human resources (Sopiansyah, et al., 2022, p. 34).

It is hoped that through independent learning, educators and students can think freely, so that this can be applied in teachers' innovations in delivering material to students. Not only that, students will also find it easier to learn independently because they are facilitated in innovation and creativity in learning. Independent learning encourages students to learn and develop themselves, form an attitude of caring for the learning environment, increase confidence and skills, and adapt easily to the community environment (Ainia, 2020, p. 96). Teachers can contribute collaboratively and effectively by working with school curriculum developers to organize and compile materials, textbooks, and learning content. The description of the implementation of the independent curriculum, the structure of the Merdeka curriculum consists of intracurricular activities, projects to

strengthen the Pancasila student profile, and extracurricular activities (Marsidin, 2020, p. 2), where the allocation of class hours in the curriculum structure is written in total for one year and supplemented with suggestions for the allocation of class hours if delivered regularly.

Teacher involvement in the curriculum development process is important in order to align the curriculum content with the needs of students in the classroom (Alsubaie, 2019, p. 106). As educators, teachers understand student psychology and are knowledgeable about learning methods and strategies. An important and fundamental aspect in implementing PJOK learning with the objectives described above is the availability of professional and empowered PJOK teachers.

Physical education teachers must possess a spirit of Indonesian nationalism, be rational, learners, professional, and student-oriented. Physical education teachers with these characteristics are able to actively and proactively encourage student growth and development in developing educators and becoming role models and agents of transformation in the education ecosystem to realize the Pancasila student profile, namely lifelong learners who have global competencies and behave in accordance with Pancasila values. The Merdeka Belajar Curriculum is also implemented in several public elementary schools in Krapyak 2, Wedomartani, Ngemplak Ngemplak, Sleman, Yogyakarta. Researchers tried to find several obstacles related to the implementation of the Merdeka Curriculum in public elementary schools in Krapyak 2, Wedomartani, Ngemplak.

II. METHODS

Study Area

This study is a qualitative study using descriptive methods. Kirk and Miller in Suharsaputra (2014, p. 181) define qualitative research as a particular tradition in social science that fundamentally relies on observing humans in their own environment and interacting with them in their own language and terminology. The qualitative research used in this study is intended to obtain information about how it is implemented, what the obstacles are, and what the solutions are for the implementation of the Merdeka Belajar Curriculum in PJOK subjects at SD Negeri Krapyak 2, Wedomartani, Ngemplak.

The research location was at Krapyak 2 Public Elementary School, Wedomartani, Ngemplak, and the research was conducted in June 2025.

In qualitative research, research subjects are referred to as informants, namely people who provide information about data desired by researchers in relation to the research being conducted. The research subjects were the principal and physical education teachers at Krapyak 2 Public Elementary School, Wedomartani, Ngemplak, Sleman.

Source of Data and Data Classification

The data collection techniques in this study included observation, interviews, and documentation. Observations were conducted by directly observing the PJOK learning process, school conditions, and the facilities and infrastructure that support the implementation of the Merdeka Belajar Curriculum. Interviews were conducted with the principal,

teachers, and related parties to gather in-depth information about the implementation of the curriculum, the obstacles encountered, and the solutions implemented. Documentation was used to obtain supporting data in the form of school profiles, learning tools (lesson plans), attendance lists, student grades, and evidence of learning evaluation implementation, which served to complement and verify the results of observations and interviews.

The data analysis technique used in this study employed Miles and Huberman's interactive analysis model, which consists of four stages: data collection, data reduction, data presentation, and conclusion drawing. Data was collected through observation, interviews, and documentation, then recorded in field notes containing factual descriptions and researcher reflections. Next, the data was reduced by simplifying, focusing, and grouping it into specific patterns to make it easier to analyze. The reduced data was then presented in the form of narratives or tables to facilitate understanding and conclusion drawing. The final stage was drawing and verifying conclusions to ensure data validity, which was done by comparing the findings with the field notes and discussing them so that the research results were valid and accountable.

III. RESULTS AND DISCUSSION

The implementation of the independent learning curriculum is expected to improve student achievement. Teachers, as human resources who play a role in the implementation of the independent learning curriculum to improve student achievement, are certainly supported by several aspects. This study found several aspects of educator readiness in the implementation of the independent learning curriculum, including competence, innovation, creativity, and work ethic.

The independent curriculum is a curriculum that gives schools the freedom to explore their capabilities in accordance with their facilities, inputs, and resources, as well as giving teachers the freedom to deliver essential and urgent material. Most importantly, it provides ample and free space for students to maximize their potential in order to achieve maximum educational results. As expected in the independent learning curriculum, which refers to the talents and interests of students. Independent learning in PJOK gives students freedom, so teachers need to have the ability to teach in accordance with the principles of the independent learning education program.

Implementation of the Independent Learning Curriculum in Physical Education Subjects

SD N Krapyak 2 Wedomartani has implemented the Merdeka Belajar Curriculum. This was revealed by the Principal of SD N Krapyak 2 (KS), who said: "The Merdeka Belajar Curriculum is something new that has been implemented. Thank God, it has been implemented in our school (KS/17/06/2025)." It was also stated that: "The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen their competencies. Teachers have the freedom to choose various teaching tools so that learning can be

tailored to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila student profile are developed based on specific themes set by the government. These projects are not aimed at achieving specific learning outcomes, so they are not tied to subject content (KS/17/06/2025)."

Based on the results of the interviews above, it appears that the Merdeka Belajar Curriculum has been implemented gradually. Because the Merdeka Belajar Curriculum is relatively new, its implementation still requires guidance and assistance from expert trainers. The Merdeka Belajar Curriculum encourages teachers to create learning activities that are enjoyable, interactive, and effective for students.

In my opinion, the implementation of the Merdeka Belajar Curriculum has been going well. In my assessment, the most important context for achieving the six dimensions of Pancasila character is that learning is carried out in accordance with the conditions of the students. Learning is designed by taking into account the current stage of development and achievement level of students, in accordance with their learning needs, and reflecting their diverse characteristics and development, so that learning becomes meaningful and enjoyable.

Challenges in Implementing the Learning Curriculum in Physical Education Subjects

The independent learning curriculum is a new curriculum that requires adjustments and, of course, there are obstacles in its implementation. The learning plan in the Independent Learning Curriculum consists of Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Alignment (ATP), and Teaching Modules, of which the Learning Outcomes have already been established and provided by the government. As is well known, the Independent Learning Curriculum has only recently been implemented in Indonesia and is still relatively new. The Independent Learning Curriculum itself was implemented in the 2021/2022 academic year, and not all schools have implemented this curriculum yet. Therefore, there are bound to be difficulties or obstacles experienced by schools, especially for classroom teachers, in implementing this Independent Learning Curriculum.

The following is the result of an interview with one of the teachers, who said: "There are definitely difficulties, especially since this is something new and we are still learning to perfect it. As for the difficulties in CP, we have to analyze and really carefully consider whether or not it can be applied to children. In this Learning Outcome, children must be able to do it, so we have to be careful in choosing which CP to apply. As for the preparation of the Teaching Module, we prepare it in our Teacher Working Group (KKG). In the KKG, it will be divided up, and once it is complete, it will be distributed to each school, so we can get the learning tools from there."

From the above statement, it can be seen that the difficulties or obstacles encountered when developing learning plans are when developing Learning Objective Sequences (ATP) based on Learning Outcomes (CP). Success in implementing the Merdeka Belajar Curriculum is not only seen from the

learning plan itself, but also from the implementation of learning in accordance with the learning plan that has been made. In the Merdeka Belajar Curriculum, teachers must also understand the characteristics of their students, their backgrounds, family conditions, habits, and environments, as this is one of the tasks that must be carried out by teachers. This means that students are not forced to learn something according to the teacher's wishes, but rather the teacher must adapt to the characteristics of the students. Of course, it is not easy to implement and apply such practices, so we still need to learn a lot to improve.

From the observations made by the researchers, it is clear that teachers still have difficulty in developing lesson plans, as evidenced by the fact that they have not yet created their own teaching materials, such as Learning Objective Flowcharts (ATP) and Teaching Modules. From the observations made by the researcher, it was found that the Merdeka Belajar Curriculum learning tools are still being developed in groups by teacher leaders in the Teacher Working Group (KKG), which holds regular meetings once a month. The learning tools used by teachers in teaching are still taken from the Teacher Working Group (KKG) forum, such as the Learning Objective Flow (ATP) and Teaching Modules. Teachers still find it difficult to instill the 6 characteristics of the Pancasila Student Profile in students with their various characteristics.

In addition, from the observations made by the researcher, it was also evident that teachers were unable to step out of their comfort zone in teaching, as seen in the fact that they were still comfortable using the same methods and lacked the ability to use learning media. This was evident when teachers mostly only explained the material and then gave assignments to students. The Merdeka Belajar curriculum requires teachers to be as creative and innovative as possible in designing lessons and making the material interesting and enjoyable. From the researcher's observations, there is a shortage of student books, as the books provided by the government are still limited.

Implementation Solutions for the Independent Curriculum in Physical Education Subject Learning

In implementing the Merdeka Belajar Curriculum, every teacher inevitably encounters various problems in planning, implementing, and evaluating learning, especially in the Merdeka Belajar Curriculum. One of the problems faced by teachers is the limited availability of textbooks for students. This was expressed by a Physical Education teacher (G) who said, "So my solution is related to textbooks. I usually write on the blackboard, type it myself, create my own worksheets, and usually also create my own project formats, but there must be a reference. We also regularly conduct training on the implementation of the Merdeka Belajar Curriculum, both in person and via Zoom with expert trainers, so that we can better understand how to implement the Merdeka Belajar Curriculum properly and correctly."

Based on interviews and observations conducted by researchers, the solution implemented by teachers is to seek information or references about learning assessments and regularly attend training sessions on the implementation of the

Merdeka Belajar Curriculum.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the research and discussion, it can be concluded that: 1) The implementation of the Merdeka Belajar Curriculum in PJOK subjects at SD N Krapyak 2 Wedomartani, Kapanewon Ngemplak has implemented the Merdeka Belajar Curriculum in stages and has implemented Project-Based Learning, which is one of the learning activities in the Merdeka Belajar Curriculum. 2) The obstacle in implementing the Merdeka Belajar Curriculum in PJOK subjects at SD N Krapyak 2 Wedomartani, Kapanewon Ngemplak is that teachers still find it difficult to instill the 6 characteristics of the Pancasila Student Profile in students with their various characteristics. In addition, from the observations made by the researcher, it was also seen that teachers were unable to step out of their comfort zone in teaching, as seen in the fact that they were still comfortable using the same methods and there was a lack of facilities and infrastructure, as well as teachers' ability to use learning media. This was seen when teachers mostly only explained the material and then gave assignments to students. 3) The solution implemented in the Merdeka Belajar Curriculum for this subject is for teachers to seek information or references on learning assessment and regularly attend training sessions on the implementation of the Merdeka Belajar Curriculum.

Recommendation

There are several suggestions that need to be conveyed in relation to the results of this study, including: 1) Schools need to improve their training and mentoring efforts in order to enhance the quality of the independent curriculum, so that it is in line with the government's program of achieving good education to empower teachers and students. 2) Teachers are

expected to implement the independent curriculum to the fullest extent possible in accordance with the characteristics of the independent curriculum itself, so as to achieve its educational objectives. 3) The purpose of curriculum change is, of course, to improve the quality of education. Therefore, teachers are expected to improve their mindset, as are students in implementing the independent learning curriculum. 4) Other researchers should exercise stricter supervision when respondents fill out the questionnaires provided so that the results are more objective. 5) Other researchers should conduct research by adding more recent references, using different approaches and different objects, so that the results of the research can further refine the results of this study.

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