

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning



Taufan Susilo Aji<sup>1</sup>, Muhammad Hamid Anwar<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Yogyakarta, Yogyakarta, DIY, 55281, Indonesia

**ABSTRACT:** This study aims to determine the teacher's response to the implementation of an independent curriculum in physical education learning in public high schools in Batang city, Central Java. The research method used was descriptive qualitative method. The sampling technique used was snowball sampling technique. The samples of this study were SMA Negeri 1 Batang, SMA Negeri 2 Batang, SMA Negeri 1 Bandar, and SMA Negeri 1 Subah. Data collection techniques in this study through structured interviews to physical education teachers. The results showed that most teachers have successfully implemented various important dimensions in classroom management. These dimensions include regularity of the classroom atmosphere, clear expectations for students, application of positive discipline, interactive activities, constructive feedback, adaptive learning, attention and concern for students, and learning instructions. These teachers demonstrated the ability to create a conducive and supportive learning environment, which was able to increase student engagement and achievement in physical education subjects in the implementation of the independent curriculum.

**KEYWORDS:** Teacher Response, Independent Curriculum, Physical Education.

### I. INTRODUCTION

Curriculum is often interpreted as a complete educational guideline and includes not only curriculum documents but also educational philosophy including learning methods, learning processes, and learning assessment (Vinnervik, 2023). The curriculum is a guide in carrying out learning activities to achieve educational goals (Digna & Widyasari, 2023). The curriculum is dynamic, meaning that there are always changes in curriculum policies that are systematically adjusted to the changing times that are increasingly rapid. The dynamics of curriculum change include changes from above (top down and influenced by policy), from below (bottom up and focused on understanding and implementation), a balance between introjection (conception of the internal discipline of the curriculum) and projection (external demands on the curriculum). Change) (Kandiko Howson & Kingsbury, 2023). Over time, the education system in Indonesia has always undergone changes, especially in the education curriculum. Changes in the education curriculum in Indonesia reflect social and national dynamics. Change factors such as social and cultural changes, as well as economic considerations play an important role in the evolution of the education curriculum in Indonesia. In addition, the most prominent change factor is political influence, especially in the form of changes in government and public policy, which can also affect the direction and content of the curriculum. For example, when different governments take over, they often have different visions and missions of education and this is reflected in the curriculum policies they implement (Mubarok et al., 2021). The importance of changing the 2013 curriculum to an independent curriculum may occur because there are several things that cause the 2013 curriculum to be considered less flexible and optimal so that it is less able to adapt to the dynamics of changing times. to the dynamics of changing times over time (Gumilar et al., 2023). In entering society in era 5.0, there are many challenges that must be faced in the era of the Industrial Revolution 4.0, such as competition in the global market and rapid technological advances, therefore another step to improve the quality and equity of education is to replace the 2013 Curriculum with the Merdeka Curriculum which has been compiled to improve students' skills in the 21st century such as digital literacy, critical thinking skills, collaboration and communication (Marisa, 2021). As happened in Taiwan, where there was curriculum reform in Taiwan and student-centred teaching (Pan et al., 2024).

This reform advocates a competency-centred curriculum, which aims to equip students with integrated knowledge, skills and attitudes essential for the society of the future (Gouédard et al., 2020).

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

The presence of Minister of Education and Culture Nadiem Makarim conveyed important information regarding the changes to the independent curriculum. The independent curriculum is flexible and innovative learning (Ledia & Bustam, 2023). In other words, the independent

Curriculum is a curriculum that provides freedom of thought, innovation and expression. In its implementation, the independent curriculum policy always benefits all elements in the school, such as principals, teachers, students and the surrounding community. Good education is education that is able to bring benefits to the education system and create good attitudes and mindsets in students. In the scope of physical education, curriculum changes and development have a huge influence on the learning process (Alfrey & O'Connor, 2024). Physical education is an important part in the formation and development of children such as character building, increasing strength, endurance, balance, coordination and flexibility (Ruzmatovich, 2023). This can happen because physical education is a subject that involves physical activity as the main foundation in the learning process. In addition, physical education has several aspects in the assessment which include cognitive aspects, psychomotor aspects, and affective aspects, where some of these aspects have their own objectives (Salasiah et al., 2020).

Curriculum changes and development to provide a context in which students can connect their prior knowledge and skills with what they learn in the classroom through real-life learning experiences. So the role of the curriculum is to provide a learning environment where each learner can find meaningful experiences that support and facilitate their learning (Zhang et al., 2021). In changing and developing the curriculum, physical education should consist of basic exercises and fun sports harmoniously (Kim et al., 2022). However, with the independent curriculum, teachers have freedom of movement in choosing various teaching tools or materials so that learning can be tailored to student learning needs (Pratiwi et al., 2023). So the success of learning implementation can be seen from how a teacher manages the learning process so that learning can run effectively, efficiently and conducively (Irvansyah et al., 2023). In other words, teachers are human resources who play an important and strategic role in the success of learning, so they must meet adequate competencies, as well as teachers with low competence will not be able to produce students who excel both academically and non-academically (Rukajat et al., 2024).

Based on observations made by researchers at public high schools in Batang City, including SMA Negeri 1 Batang, SMA Negeri 2 Batang, SMA Negeri 1 Bandar, and SMA Negeri 1 Subah, each of these public high schools has implemented a learning programme with an independent curriculum. With this new thing comes new challenges applied by teachers to provide teaching that is slightly different from the previous curriculum. Of course learning in the field of physical education also changes in terms of lesson planning, learning implementation, learning assessment or learning evaluation and so on. Therefore, the researcher is interested in conducting research on "Teacher Response to the Implementation of the Merdeka Curriculum in PE Learning at State Senior High School in Batang City. This study aims to determine the Teacher's Response to the Implementation of the Independent Curriculum in Physical Education Learning". learning in public high schools in Batang City, Central Java.

## II. METHOD

The research method used is descriptive qualitative method. This research method aims to describe and describe the findings in detail in accordance with the phenomena that occur. Qualitative research is research used to explore and understand the meaning attached to social issues carried out by many individuals or groups (Creswell, 2019). The sampling technique used in this research is snowball sampling technique. Snowball sampling technique is a data source collection technique that starts from a small number and then gradually increases. This is because small data sources cannot provide satisfactory data so that other information providers are sought as data sources (Sugiyono, 2022). So the sample that was targeted was to explore information related to the implementation of the independent curriculum in SMA Negeri 1 Batang, SMA Negeri 2 Batang, SMA Negeri 1 Bandar, and SMA Negeri 1 Subah, where the sample taken totalled 4 people. State Senior High School in Batang City, Central Java. The data collection technique in this study was through structured interviews with physical education teachers with an instrument sheet of interview questions that had been prepared by the researcher. While the data analysis techniques used in this study include data collection, data reduction, data presentation, and conclusion drawing (Sugiyono, 2022).

**Table 1. Lattice of Research Instrumentss).**

| Object Of Research                       | Size                                | Indicator   | Item |
|--|-------------------------------------|---|------|
| Implementation Of The Merdeka Curriculum | Orderliness of the atmosphere class | Building a conducive classroom atmosphere Conducive classroom atmosphere so that students can learn with minimal distractions | 2    |

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

|  |                                       |  |   |
|--|---------------------------------------|--|---|
|  | student expectations                  | Conveying high expectations for students to have internal motivation in learning.  | 2 |
|  | Implementation of discipline positive | Students show behaviour and habits according to mutual agreement by behaving in a disciplined manner.  | 2 |
|  | Activities interactive                | Facilitate collaboration and communication 2 between students during learning.   | 2 |
|  | Feedback that constructive            | Provide feedback on progress of the learning process or student learning achievement.  | 3 |
|  | Instruction adaptive                  | Understanding each student's learning needs student.   | 2 |
|  | Attention and concerns                | provide attention and support according to students' learning needs.   | 3 |
|  | Learning instruction                  | Explaining learning concepts and activities in a structured manner, such as using demonstrations, illustration or relevant and contextualised examples | 2 |

### III. RESEARCH RESULT

#### RESULTS

Regularity of the classroom atmosphere

Classroom order is a crucial aspect in implementing Merdeka Curriculum, which aims to create a learning environment conducive to student development.

Teachers ensure that rules and norms are followed, manage the physical classroom, and proactively address student behavior to maintain a calm atmosphere. Various strategies are carried out, such as providing a thorough understanding from the beginning (N1), personal assistance during learning (N2), direct observation (N3), and fostering a pleasant learning atmosphere (N4). These approaches are diverse but relevant in supporting the principles of Merdeka Curriculum. Efforts to minimize disruption during learning also vary. Teachers conduct an initial analysis of potential disruptions (N1), pray together to create calm (N2), implement positive reinforcement and mutual agreement (N3), and create a comfortable physical environment (N4). This approach reflects adaptations to teaching styles and classroom needs, with the aim of creating optimal conditions for effective learning in the context of Merdeka Curriculum. Student expectations

Expectations for students are a key dimension in implementing the Merdeka Curriculum which aims to communicate high expectations to students so that they develop strong intrinsic motivation to learn and develop. Teachers play an important role in conveying clear and high expectations to students, ensuring they feel expected to achieve the highest standards and stimulating internal motivation to reach their full potential. Various strategies are used, (N2), utilizing technology for flexible feedback (N3), and using rewards as immediate incentives (N4). These approaches not only increase students' motivation but also create a positive learning environment that supports their holistic growth.

Interview results show that effective feedback not only provides guidance for improvement but also builds students' confidence and intrinsic motivation. Interviewees agreed that appropriate feedback can significantly influence students' attitude and enthusiasm for learning, especially when tailored to their individual needs and preferences. Thus, the implementation of the Constructive Feedback dimension in Merdeka Curriculum plays an important role in creating meaningful and in-depth learning experiences for each student. Adaptive instruction

Adaptive learning in Merdeka Curriculum places adjustments to teaching practices as the main focus to meet the individual learning needs of each student. Teachers conduct an initial assessment to identify students' learning styles (N3), such as visual, auditory, or kinesthetic, which then become the basis for designing responsive teaching strategies. This approach ensures not only

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

that every student accesses learning tailored to their learning preferences but also creates an inclusive learning environment that reinforces students' active participation in the learning process. In addition, approaches such as demonstration and direct observation (N2) are used to observe and adjust teaching based on students' responses to learning materials, while the use of clear and effective direct commands and instructions (N4) provides appropriate guidance to students in activities that involve physical movement.

Interviewees also demonstrated various strategies to ensure the effectiveness of their adaptive teaching. For example, one interviewee (N1) emphasized the importance of regularly updating teaching strategies to create a fun and meaningful learning environment for students, while ensuring that all students receive the attention they need.

Meanwhile, another interviewee (N4) highlighted the importance of student happiness and engagement as indicators of the success of their teaching practice, suggesting that as indicators of the success of their teaching practices, suggesting that positive learning experiences can improve students' overall motivation and achievement in Merdeka Curriculum.

### Attention and concern

In implementing Merdeka Curriculum, the Attention and Care dimension highlights the importance of teachers in building deep relationships with each student and actively responding to his or her learning needs. Effective teachers in this dimension not only recognize students' learning styles (N3) but also adjust teaching strategies to meet individual needs, as expressed by interviewees (N4). They provide timely and specific support, motivating students to continuously develop their learning and reach their full potential.

Interviews from several sources illustrate the various practical approaches teachers take in showing care and support to students. Interviewee (N1) emphasized the importance of providing positive motivation and building strong relationships with students through praise and recognition of their achievements. This approach not only builds confidence but also encourages students to be actively involved in the learning process. On the other hand, interviewee (N2) uses warm nonverbal communication such as smiles and gestures to create a friendly learning environment and strengthen positive interactions between teachers and students. Furthermore, differentiated learning strategies (N3) and approaches to understanding the unique characteristics of each student (N4) are integral to teachers' practices in this dimension. By understanding the needs and potential of each student, teachers can design more effective and relevant learning experiences, contributing to overall academic and emotional wellbeing. growth. This approach not only reflects a commitment to inclusive education but also ensures that every student receives the support they need to be successful in their learning.

### Learning Directions

Instruction is a crucial dimension in the implementation of Merdeka Curriculum, emphasizing a structured, contextual and diverse approach to enhance student understanding. Teachers in the Merdeka Curriculum are expected to deliver content in a way that is not only informative but also inspirational, using techniques such as demonstrations, illustrations and examples that are relevant to students' daily lives. Interviewee (N1) emphasizes the importance of systematic and sequential explanations, while (N2) uses demonstrations and videos to visualize learning concepts. Interviewee (N3) integrates various media such as videos, pictures and teaching modules, while (N4) tends to follow a pre-designed learning flow to ensure consistency and regularity in content delivery. Various methods are used by teachers to make learning more effective and enjoyable.

Interviewee (N1) prioritizes methods that are fun and not burdensome for students, thus creating a motivating learning environment. Interviewee (N2) uses hands-on practice and experiential learning, while (N3) uses group learning methods to strengthen understanding through collaboration. Interviewee (N4) emphasizes creative and substantive, using a variety of innovative methods that capture students' attention while ensuring a deep understanding of the material. With this approach, Merdeka Curriculum aims to create an inclusive, effective, and fun learning process.

## DISCUSSION

The implementation of the Physical Education Merdeka Curriculum in public high schools in Batang City includes several important dimensions that affect the quality of learning. These dimensions include classroom order, expectations of students, application of positive discipline, interactive activities, constructive feedback, adaptive teaching, attention and care, and learning instructions. Each dimension plays an important role in creating a conducive learning environment that supports holistic learner development.

### Classroom climate order

Classroom order is a crucial dimension of effective learning. In the context of physical education, a conducive classroom environment is essential so that students can focus on learning activities without distraction. Based on the interview results, some of the strategies that teachers use to keep the classroom atmosphere conducive include direct observation, providing initial explanations, and accompanying students throughout the learning process. This is in line with Alfrey & O'Connor's (2024) view

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

that teachers' active involvement in the learning process can create a positive learning environment and support student engagement. Thus, a conducive classroom atmosphere can be fostered through various strategies implemented by teachers. Other strategies used to minimize disruptions during learning include positive reinforcement, implementation of subject agreements, and reflection. According to Salasiah et al. (2020), positive reinforcement can increase students' motivation and help them stay focused on the given task. In addition, analyzing potential distractions before learning begins is also an important step taken by teachers. This allows teachers to plan appropriate strategies to overcome potential distractions during the learning process. This shows that thorough preparation is essential in creating a conducive classroom atmosphere. Creating a comfortable and conducive environment for students is also an effective strategy in maintaining classroom order. Ruzmatovich (2023) stated that a comfortable learning environment can improve students' concentration and performance. In addition, careful preparation of teaching tools and prayer before starting learning can also help create a calm and conducive atmosphere. This shows that environmental factors and students' mental readiness have a significant effect on classroom order. Therefore, a conducive classroom atmosphere can be built through various strategies implemented by teachers.

From the perspective of curriculum change, classroom order is also influenced by curriculum policy and implementation. Kandiko Howson & Kingsbury (2023) state that curriculum changes involving active participation of teachers and students can achieve a balance between external demands and internal needs. Therefore, the implementation of the Merdeka Curriculum, which gives teachers the freedom to develop learning methods tailored to student needs, can support the creation of a conducive classroom atmosphere. Overall, classroom order is the result of a combination of several factors, including teaching strategies, learning environment, and curriculum policies. Mubarak et al. (2021) emphasize that social, cultural and political changes also play an important role in the evolution of the education curriculum in Indonesia. Therefore, creating a conducive classroom atmosphere requires a holistic and adaptive approach that involves all stakeholders, including teachers, students and policy makers. In addition, creating desirable situations for students and providing rewards can increase their self-confidence and intrinsic motivation. Larry Ferlazzo (2022) suggests that teachers can help students develop intrinsic motivation by providing opportunities for autonomy and building their sense of competence.

Autonomy and building their sense of competence. Based on interviews, strategies such as providing rewards and autonomy to students help them feel more responsible and motivated to learn. This research supports that a strong sense of competence can increase students' self-confidence. Providing appropriate rewards also helps to increase students' intrinsic motivation.

Therefore, providing autonomy and rewards are effective strategies in increasing students' intrinsic motivation and selfconfidence.

### Positive discipline

The application of positive discipline in education plays an important role in creating a conducive learning environment that supports students' development. Based on interviews with several interviewees, positive discipline is applied in various ways such as emphasizing punctuality, providing an overview of the value of discipline, making learning contracts, and sticking to mutually agreed commitments. Research by Mulyani et al. (2020) shows that the implementation of positive discipline in schools can reduce violence and build better student characters, in line with the interview findings regarding the benefits of instilling disciplinary knowledge in students. Therefore, positive discipline not only regulates students' behavior but also shapes their overall character. Positive discipline also ensures that discipline grows from within students without the need for punishment or rewards, as expressed by the interviewees. According to Nurpadillah et al. (2024), a positive discipline approach that focuses on positivity, non-violence, and long-term motivation helps students understand the importance of discipline in everyday life. This is in line with the Merdeka Curriculum's efforts to develop student character through an approach that emphasizes intrinsic motivation and personal development. The application of positive discipline through learning contracts and collective agreements is also an effective way to foster student discipline. The interviewees emphasized the importance of implementing consistent agreements and reminding students of their commitments, in line with the research of Umar et al. (2024) which showed that teachers' positive perceptions of the curriculum can increase the success of implementing positive discipline. This underscores the importance of teachers' understanding of the curriculum and the approaches used in effectively implementing positive discipline.

Direct observation and communication between teachers are also important factors in ensuring student discipline. student discipline. Interviewees highlighted the importance of direct observation and teacher collaboration to effectively assess student discipline, in line with Praba Aji and Tamba's (2020) research. This emphasizes that good interaction between teachers and students and open communication can better support the implementation of positive discipline in the school environment. Finally, the implementation of positive discipline can create an inclusive school climate that values diversity. According to Hanaris (2023), the implementation of positive discipline fosters mutual respect between teachers and students, so they feel safe to learn and express themselves. This is in line with the interview findings, which emphasized the importance of creating a conducive learning environment that supports students' development. that is conducive and supportive of student development. Thus, the



## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

implementation of positive discipline not only regulates students' behavior but also creates a better school climate and supports students' holistic socio-emotional development.

### Interactive activities

The "Interactive Activities" dimension of learning plays an important role in improving collaboration and communication between students. Based on the interview results, some teachers design learning activities that facilitate collaboration and communication through group assignments, strategic games, and group presentations. According to research by Putra and Salsabila (2021), the use of interactive media such as Kahoot! and Quizziz proved effective in increasing student interest and providing good learning outcomes. This shows that the utilization of technology in learning can create a more interesting and interactive learning environment, thus encouraging students to actively participate in the learning process.

Methods used by teachers to increase interaction between students include group tasks, question and answer sessions, simple games, and cooperative learning. Nasution's research (2023) shows that interactive learning tools have a positive impact on learning outcomes. The interactive learning methods used by teachers are in line with the research findings, where the use of interactive learning tools can improve student learning outcomes. Thus, the application of interactive methods in learning not only improves interaction between students but also has a positive impact on their learning outcomes.

In addition, innovation in the development of interactive learning media is very important to improve the effectiveness of learning. According to Wahyuning's research (2023), game-based learning can create an interactive learning experience and encourage students to become active learners. This is in line with the methods used by teachers, such as strategic games and group activities, which can improve collaboration and communication between students. Therefore, interactive learning media innovations can provide a more interesting and effective learning experience for students. In the context of Merdeka Curriculum, the implementation of interactive activities is very relevant to achieve more holistic learning goals. According to Mulyati and Evendi (2020), the use of ICT-based media such as Kahoot! in learning can increase student motivation. This shows that the application of technology in learning can help students become more involved in the learning process and increase their motivation.

Thus, the application of interactive activities in Merdeka Curriculum can contribute to achieving better learning objectives. Overall, the "Interactive Activities" dimension of learning plays an important role in improving collaboration and communication between students. Based on the results of interviews and previous research, the use of interactive methods such as group assignments, strategic games, and ICT-based media has proven effective in increasing interaction between students and improving learning outcomes. Therefore, implementing interactive activities in Merdeka Curriculum can help achieve more holistic and effective learning goals. Constructive feedback

The "Constructive Feedback" dimension of learning plays an important role in increasing student learning motivation. Based on the interview results, some teachers provide constructive feedback that focuses on student performance, offers rewards, and uses technology such as Google Forms to provide feedback that can be accessed anytime and anywhere. According to Eliza's (2019) research, feedback strategies provide positive results in achieving predetermined learning objectives. This shows that constructive feedback can help students understand their strengths and weaknesses, motivating them to continue learning and developing.

Forms of feedback given by teachers include verbal and nonverbal feedback, awards, praise, gifts, and encouragement. Julaifah & Haifaturrahman's (2019) research suggests providing constructive feedback that helps improve student quality. Performance is key to the successful implementation of Higher Order Thinking Skills (HOTS) based learning strategies. By providing specific and objective feedback, students can better understand what needs to be improved and how to achieve it. This is in line with the methods used by teachers in delivering constructive feedback.

In addition, the utilization of technology in providing feedback also has a positive impact on student learning motivation. According to Wahyuning's research (2023), the use of ICT-based media such as Google Form in learning can increase student learning motivation. With technology, feedback can be delivered more efficiently and can be accessed by students anytime, anywhere.

Anytime, anywhere. This allows students to receive faster and more relevant feedback tailored to their needs. In the context of the Merdeka Curriculum, the application of constructive feedback is very relevant to achieve more holistic learning goals. Learning goals that are more holistic. According to Mulyati and Evendi (2020), the use of ICT-based media in learning helps students become more involved in the learning process and increases their motivation. This suggests that the implementation of constructive feedback in Merdeka Curriculum can contribute to better achievement of learning objectives.

By providing specific, objective, and timely feedback, students can be more motivated to learn and achieve better results.

Overall, the "Constructive Feedback" dimension of learning plays an important role in increasing student learning motivation. Based on the interview results and previous research, the use of constructive feedback such as rewards, praise, and technological tools has been proven effective in increasing students' learning motivation. Therefore, implementing constructive feedback in Merdeka Curriculum can help achieve more holistic and effective learning goals.

### Adaptive instruction

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

Adaptive Learning plays an important role in the Merdeka Curriculum by emphasizing the importance of teachers understanding and adjusting their teaching practices to meet the learning needs of each student. One approach that emerged from the interviews is the use of learning strategies that are fun and relevant to students. Teachers have actively updated their strategies to suit individual needs and ensure maximum student engagement in the learning process. This approach is in line with previous research which shows that fun learning can increase student motivation and engagement (Wahyuning, 2023).

Furthermore, other approaches expressed by teachers include direct demonstration and observation of students' abilities and needs. This approach allows teachers to directly customize instruction based on students' level of understanding and interest, which has proven effective in improving students' interaction and understanding of learning materials (Sediyono et al., 2022). Pre-assessment also serves as an important strategy in adaptive teaching, where teachers evaluate students' learning styles before designing teaching strategies. This allows them to identify students' learning preferences, such as visual, auditory, or kinesthetic, and adjust learning approaches accordingly (Hanannika & Sukartono, 2022). Thus, learning can be personalized more effectively, supporting Merdeka Curriculum's inclusive vision to provide equal access to relevant education for all students.

The use of technology has also been shown to significantly improve adaptive learning.

The use of ICT-based media can increase teachers' efficiency in tailoring teaching to students' individual needs, as well as increase their motivation and engagement in the learning process (Nur Ariandini & Andi Hidayati, 2021). With technology, teachers can regulate interaction patterns and provide faster responses to students' progress, making learning more responsive to students' individual needs. Overall, integrating the Adaptive Learning dimension into Merdeka Curriculum plays an important role in achieving holistic and inclusive learning goals. Given the interview results and previous research findings, adaptive learning practices not only improve teaching effectiveness but also ensure that every student receives a learning experience tailored to their needs and potential. This is in line with the Merdeka Curriculum's objective to prepare young people with relevant skills and adaptability to face the challenges of a changing world.

### Attention and concern

The "Attention and Care" dimension in the implementation of Merdeka

The curriculum is an important aspect that ensures that each student receives support that suits their needs, while fostering intrinsic motivation to learn. Teachers play a central role in building emotional and deep relationships with students, which is the cornerstone of this practice. In this context, the importance of recognizing and responding to students' individual needs and characteristics not only creates an inclusive learning environment but also increases student engagement in the learning process. Previous research such as Rahman's (2021) study shows that consistent attention and support from educators has a significant effect on student learning outcomes by fostering higher self-confidence and motivation.

The use of various practical strategies to show attention and support to students varies widely. One commonly used strategy is to provide positive and constructive motivation, such as praising and recognizing students' achievements. This approach not only builds students' confidence but also stimulates them to achieve better results (Rozania et al., 2019). In addition, nonverbal communication such as smiles and gestures can create a supportive atmosphere where students feel heard and valued in every learning interaction. This approach supports the research findings of Wahyuning (2023) who emphasized that a positive learning environment can increase students' intrinsic motivation.

In the context of differentiated learning, teachers play a key role in accommodating different learning styles among students. This involves recognizing and implementing individually tailored learning approaches that allow students to learn at their own pace and style. These strategies not only ensure that each student receives the support they need but also help them to develop optimally (Saputri et al., 2019). In this regard, teachers' self-reflection of student learning outcomes and use of feedback is essential to adjust teaching approaches and ensure their effectiveness.

Positive reinforcement is also an effective strategy in building supportive relationships between teachers and students. By providing constructive and enthusiastic feedback, teachers not only enhance effective communication but also create a collaborative learning environment conducive to students' academic and emotional growth (Sediyono et al., 2022).

Understanding students' backgrounds and identifying their potential before providing support is also a fundamental principle in building personal and effective relationships with students.

By understanding students' uniqueness and potential, teachers can design more focused and relevant learning strategies, which in turn can help students achieve their academic and personal development goals more effectively.

Overall, the "Attention and Care" approach in Merdeka Curriculum goes beyond physical attention to create emotional bonds and pedagogical approaches that focus on students' individual needs. By integrating proven effective strategies such as differentiated learning, positive reinforcement, and deep communication, teachers can play a key role in creating an inclusive and empowering learning environment for all students. This aligns with the Merdeka Curriculum's vision to create an education that accommodates student diversity and improves overall learning outcomes. Learning Directions

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

In the context of implementing the Merdeka Curriculum, the "Learning Instructions" dimension plays an important role in providing a structured and contextualized learning approach.

The interview results show the variety of approaches teachers use to explain learning concepts systematically. Some teachers follow a pre-designed learning flow, focusing on clarity and a logical sequence in conveying information. This approach allows students to follow along well and deepen concept understanding (Setiawan, 2024). In addition, some teachers prefer to use demonstration techniques and videos to convey learning concepts to students.

They believe that visualization and live demonstration through videos can help students better understand the material, as they can see and experience the concepts directly in a relevant context (Setiawan, 2024).

The use of diverse learning media is also an effective teaching strategy. Teachers integrate the use of videos, images, and structured verbal explanations in their teaching modules. This approach aims to facilitate various learning styles among students and enhance their understanding of the material being taught (Setiawan, 2024). In an effort to make learning more effective, the methods used also include engaging students in a fun way, such as using creative and innovative learning methods and experiential learning. Previous research shows that this approach can increase student motivation and facilitate a deeper understanding of the material (Gulo et al., 2023).

By linking the interview results with previous research, it can be concluded that the use of structured and contextual learning instructions in the Merdeka Curriculum not only supports the achievement of learning objectives holistically but also improves the overall quality of the learning process. By explaining learning concepts systematically and utilizing relevant demonstrations, illustrations, or examples, teachers can create an inclusive learning environment and ensure every student can develop a deep understanding of the subject matter (Alfansyur & Mariyani, 2019).

Overall, a varied approach to learning instruction not only considers the diversity of student learning styles but also promotes active and student-centered learning. In the context of Merdeka Curriculum, the implementation of such strategies is crucial to support the transformation of inclusive education and achieve optimal learning outcomes (Pratiwi et al., 2021; Wahyuning, 2023).

## IV. CONCLUSIONS

Based on the research findings, teachers' responses to the implementation of Merdeka Curriculum in physical education at Batang State Senior High School, Central Java, illustrate several crucial dimensions that affect the quality of education.

Maintaining classroom order is critical and is achieved through strategies such as direct observation, early explanation, and comprehensive student guidance, aligned with the belief that active teacher engagement will foster a positive learning environment. High expectations of students have been shown to increase motivation and positive behavior, reinforced by the relevance of learning materials to meet student needs and achieve expected standards. The application of positive discipline through subject agreements and consistent supervision builds students' internal discipline without the use of violence, aligning with character building goals.

Interactive activities, such as group work and the use of interactive media, support student collaboration and improve learning outcomes. Constructive feedback, including praise, technology-based rewards and rapid responses, helping students understand their progress and increasing motivation to learn. Adaptive teaching through fun teaching strategies, direct observation and pre-assessment ensures teaching adapts to students' learning styles, promoting inclusivity and curriculum relevance. Overall, teachers' positive responses to the implementation of Merdeka Curriculum in physical education in Batang indicate that integrating these dimensions supports the creation of a conducive learning environment and enhances students' holistic development.

## REFERENCES

- 1) Aji, IP, & Tamba, KP (2020). Penerapan disiplin positif dalam pembelajaran ditinjau melalui perspektif kristen [disiplin positif dalam pembelajaran ditinjau melalui perspektif kristiani]. *JOHME: Jurnal Pendidikan Matematika Holistik*, 3(2), 216-234.
- 2) Alfansyur, A., & Mariyani, M. (2019). Pemanfaatan Media Berbasis ICT 'Kahoot'Dalam Pembelajaran PPKN Untuk Meningkatkan Motivasi Belajar Siswa. *Bhineka Tunggal Ika*, 6(2), 208-216.
- 3) Alfrey, L., & O'Connor, J. (2024). Transformasi pendidikan jasmani: analisis konteks dan sumber daya yang mendukung transformasi dan pemberlakuan kurikulum. *Pedagogi Pendidikan Jasmani dan Olahraga*, 29(1), 1–17.
- 4) Ariandini, N., & Hidayati, A. (2023). Pembelajaran Adaptif dalam Kurikulum Merdeka: Integrasi Teori Behavioristik, Kognitif, dan Konstruktivis dalam Teknologi Pendidikan. *Jurnal Kependidikan Media*, 12(3), 158-164.
- 5) Creswell, JW (2019). *Desain Penelitian Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*. Yogyakarta: Pustaka Pelajar.
- 6) Digna, D., & Widyasari, C. (2023). Persepsi Guru Terhadap Pembelajaran Diferensiasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Internasional Pendidikan Dasar*, 7(2), 255–262.



## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

- 7) ELIZA, T. (2019). Strategi Umpan Balik Sebagai Alternatif Strategi Pembelajaran: Penerapan dan Tantangan. *Jurnal Pendidikan Bahasa Indonesia*, 7(2), 170-175.
- 8) Ferlazzo, L., & Synpneski, KH (2022). *Panduan Kelangsungan Hidup Guru ESL/ELL: Strategi, Alat, dan Aktivitas Siap Pakai untuk Mengajar Semua Tingkat*. John Wiley & Putra.
- 9) Gouëdard, P., Pont, B., Hyttinen, S., & Huang, P. (2020). Reformasi kurikulum: Tinjauan literatur untuk mendukung implementasi yang efektif. *Makalah Kerja Pendidikan OECD*, 239, 5–59.
- 10) Gulo, S., Harefa, EB, & Telaumbanua, A. (2023). Penerapan Model Pembelajaran Demonstrasi Untuk Meningkatkan Hasil Belajar Siswa Pasa Kompetensi Dasar Menerapkan Konsep Dan Aturan Jenis- Jenis Garis Pada Gambar Teknik. *Pendidikan: Jurnal Pendidikan*, 2(1), 273-280.
- 11) Gumilar, G., Rosid, DPS, Sumardjoko, B., & Ghufron, A. (2023). Urgensi Penggantian Kurikulum 2013 menjadi Kurikulum Merdeka. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 5(2), 148–155.
- 12) Gutierrez, BD (2019). *Persepsi Lulusan Perguruan Tinggi Generasi Pertama terhadap Orang Tuanya Harapan (Disertasi doctoral, Universitas St. Thomas)*.
- 13) Hanannika, LK, & Sukartono, S. (2022). Penerapan Media Pembelajaran Berbasis TIK pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6379-6386.
- 14) Hanaris, F. (2023). Peran Guru Dalam Meningkatkan Motivasi Belajar Siswa: Strategi Dan Pendekatan Yang Efektif. *Jurnal Kajian Pendidikan dan Psikologi*, 1(1 Agustus), 1-11.
- 15) Irvansyah, D., Nur Wahyudi, A., & Darumoyo, K. (2023). Implementasi kurikulum merdeka belajar pada pembelajaran PJOK. *Jurnal Porkes*, 6(2), 322–342.
- 16) Julaifah, N., & Haifaturrahmah, H. (2019). Pengaruh Model Pembelajaran Carousel Feedback Terhadap Higher Order Thinking Skills (HOTS) Siswa Sekolah Dasar. *Jurnal SD: Kajian Teori Dan Hasil Penelitian Pendidikan Sekolah Dasar*, 2(2), 4448.
- 17) Kandiko Howson, C., & Kingsbury, M. (2023). Perubahan kurikulum bersifat transformasional sedang belajar. *Mengajar di Pendidikan Tinggi*, 28(8), 1847–1866.
- 18) Kim, YW, Han, J., Jang, K., Ko, M., Park, J., Lim, S., & Lee, JY (2022). Kaitannya dengan analisis olahraga dan kurikulum pendidikan jasmani yang disukai masyarakat. *PLoS ONE*, 17 (3 Maret), 1–23.
- 19) Ledia, SL, & Bustam, BMR (2023). Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan. *Reslaj : Jurnal Sosial Pendidikan Agama Laa Roiba*, 6(1), 790–816.
- 20) Marisa, M. (2021). Inovasi Kurikulum “Merdeka Belajar” di Era Society 5.0. *Santhet : (Jurnal Sejarah, Pendidikan Dan Humaniora)*, 5(1), 72.
- 21) Mubarak, AA, Aminah, S., Sukamto, S., Suherman, D., & Berlian, UC (2021). Landasan Pengembangan Kurikulum Pendidikan di Indonesia. *Jurnal Dirosah Islamiyah*, 3(1), 103–125.
- 22) Mulyani, R. (2020). Penerapan Disiplin Positif Dalam Mewujudkan Pendidikan Anti Kekerasan Di Sekolah Ramah Anak. *Jurnal Civicus*, 20(1), 40-50.
- 23) Nasution, D. *Efektivitas Media Pembelajaran Interaktif Terhadap Hasil Belajar Pada Mata Pelajaran Fisika (Studi Meta Analisis)* (Skripsi, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- 24) Nurpadilah, MS, Asikin, I., & Inten, DN (2024, Februari). Implementasi Program Disiplin Positif dalam Membentuk Karakter MAJU (Mandiri, Agamis, Jujur, Unggul) Siswa Kelas VIII di SMPN 15 Bandung. *Dalam Seri Konferensi Bandung: Pendidikan Islam (Vol. 4, No. 1)*.
- 25) Pan, HLW, Hung, JH, & Truong, TMT (2024). Kelompok emosi dan efikasi diri guru dalam reformasi kurikulum: Efek pada kolaborasi dan pengajaran yang berpusat pada siswa.
- 26) *Pengajaran dan Pendidikan Guru*, 144(Oktober 2023), 104604.
- 27) Pratiwi, D., Immawan, HRE, Mitami, M., & Magdalena, I. (2021). Implementasi Desain Pembelajaran Instruksional Pada Pandemi COVID–19 Di Indonesia. *Jurnal Pendidikan Indonesia*, 2(04), 625-635.
- 28) Pratiwi, SA, Marlina, R., & Kurniawan, F. (2023). Analisis Penerapan Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Jasmani pada Siswa SMK Texar Karawang. *Jurnal Ilmiah Wahana Pendidikan*, 2023(1), 525–535.
- 29) Putra, AD, & Salsabila, H. (2021). Pengaruh media interaktif dalam perkembangan kegiatan pembelajaran pada instansi pendidikan. *Inovasi Kurikulum*, 18(2), 231-241.
- 30) Rahman, A. (2021). Pengaruh Perhatian Orang Tua dan Motivasi Belajar Terhadap Hasil Belajar Pada Mata Pelajaran Sejarah Indonesia. *Jurnal Pendidikan Indonesia*, 2(02), 171- 34) 180.

## Teacher Responses to the Implementation of Merdeka Curriculum in Physical Education Learning

- 35) Rozania, Z., Murtini, W., & Ninghardjanti, P. (2019). PENGARUH PERSEPSI SISWA TENTANG METODE PEMBELAJARAN DAN PERHATIAN ORANG TUA TERHADAP HASIL BELAJAR SMK BATIK 1 SURAKARTA. *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, 3(4), 59-67.
- 36) Rubie-Davies, C., Meissel, K., Alansari, M. dkk. Prestasi dan keyakinan hasil siswa dengan harapan guru yang tinggi dan rendah. *Pendidikan Psikologi Sosial* 23, 1173–1201 (2020). <https://doi.org/10.1007/s11218-020-09574-y>
- 37) Rukajat, A., Gusniar, IN, Abas, TT, Nurkhalizah, E., & Bachruddin, R. (2024). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Strategi Manajemen yang Skalabel untuk Pengembangan Guru. *Transaksi yang Disahkan EAI pada Sistem Informasi yang Dapat Diskalakan*, 11(2), 1–11.
- 38) Ruzmatovich, AS (2023). Program Pendidikan Jasmani Sekolah Pendidikan Umum Uzbekistan: Analisis Kurikulum Jurnal Inovasi Terbaik dalam Sains, Penelitian dan pengembangan. *Jurnal Inovasi Terbaik Dalam Sains*, 2(5), 184–193.
- 39) Salasiah, Rahmadi, & Irianto, T. (2020). Instrumen Penilaian Harian Aspek Kognitif Pendidikan Jasmani Olahraga dan Kesehatan. *Stabilitas: Jurnal Pendidikan Jasmani Dan Olahraga*, 1(1), 25–31.
- 40) Sedyono, E., Hasibuan, ZA, Setyawan, I., Harahap, EP, & Darmawan, A. (2022). Analisa Sistematis Manajemen Pengetahuan Digital Aplikasi Berbasis Kecerdasan Buatan di Universitas. *ADI Bisnis Digital Interdisiplin Jurnal*, 3(2), 97-109.
- 41) Sugiyono. 2022. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- 42) Tatlah, IA, Masood, S., & Amin, M. (2019). Dampak Harapan Orang Tua dan Harapan Siswa
- 43) Konsep Diri Akademik terhadap Prestasi Akademiknya. *Jurnal Penelitian & Refleksi Pendidikan (JRRE)*, 13(2).
- 44) Umar, U., Jayanti, MI, Annafi, N., & Lukman, L. (2024). Persepsi Guru Terhadap Implementasi Kurikulum Merdeka Pada Sekolah Dasar. *Jurnal Studi Guru dan Pembelajaran*, 7(1), 57-69.
- 45) Vinnervik, P. (2023). Analisis mendalam tentang pemrograman dalam kurikulum sekolah Swedia— alasan, konten pengetahuan, dan bimbingan guru. Dalam *Jurnal Komputer dalam Pendidikan (Vol. 10, Edisi 2)*. Pegas Berlin Heidelberg.
- 46) Wahyuning, S. (2022). Pembelajaran IPA interaktif dengan pembelajaran berbasis permainan. *Jurnal Sains Edukatika Indonesia (JSEI)*, 4(2).
- 47) Zhang, T., Wang, Y., Yli-Piipari, S., & Chen, A. (2021). Kekuatan Kurikulum: Isi, Konteks, dan Pembelajaran dalam Pendidikan Jasmani. *Penelitian Triwulanan untuk Latihan dan Olahraga*, 92(4), 689–700.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.