

Implementation of the Independent Learning (Merdeka Belajar) Curriculum in Physical Education Sports and Health Subjects in Public Junior High Schools in Sleman District



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ABSTRACT: The research objectives are to find out: (1) Implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency. (2) Obstacles in the implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency. (3) Solutions made to overcome the obstacles to the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects. The method used mixed research. The subjects of this study were principals and Physical Education, Sports and Health teachers in public junior high schools in Sleman Regency which were taken based on random sampling. The instruments used were interviews and questionnaires. The data analysis techniques used were qualitative and quantitative. Research results: (1) Implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency is in the sufficient and good categories, namely 50.00%. State Junior High Schools in Sleman Regency have implemented the Merdeka Belajar Curriculum in stages, and have implemented Project-Based Learning which is one of the learning activities in the Merdeka Belajar Curriculum. (2) The obstacles in the implementation of the Merdeka Belajar Curriculum in the Physical Education, Sports and Health subject in State Junior High Schools in Sleman Regency are that teachers are still difficult to instill the 6 characters of the Pancasila Student Profile to students with the various characteristics that each student has. In addition, from the observations made by researchers, it can also be seen that teachers have not been able to get out of their comfort zone in teaching, as it can be seen that in teaching they are still comfortable with using the method and the teacher's lack of ability to use learning media, this can be seen when the teacher teaches mostly only explaining the material and then giving assignments to students. (3) The solution carried out in the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency is that teachers look for information or references about learning assessments and regularly attend training on the implementation of the Merdeka Belajar Curriculum held.

KEYWORDS: Implementation, Merdeka Belajar Curriculum, Physical Education Sports and Health

INTRODUCTION

Education is one of the ways to form a whole human being, noble character and good personality. As stated by Masgumelar & Mustafa (2021) that education is a conscious and planned effort by educators to create a learning atmosphere and learning process so that students can be active in developing themselves in terms of skills, attitudes, and knowledge. In the 2019-2024 National Medium-Term Development Plan (RPJMN), one of the visions of the Government of the Republic of Indonesia focuses on developing human resources (HR) through improving the quality of education and talent management. This vision is in line with the preparedness of national education personnel in facing the global challenges of the 21st century, where there are no longer barriers between countries in various fields of life. The risk of this condition is that students who have the competitiveness to face it need to be prepared.

Improving the quality of education is the main way to make this happen. Education services are organized in order to provide opportunities for learners to learn as comfortably as possible in an atmosphere that is happy, challenging, meaningful, yet fun and without any sense of pressure. This condition allows students to learn to gain general capabilities in the form of Higher Order Thinking Skills (HOTS), critical thinking, creativity, collaborative, and communication skills or commonly known as the 4 Cs,

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learners with good character, and literacy (Misrom, et al., 2020). The ability to master knowledge and skills in each subject as a learning area will also be well facilitated (Muhajir, 2022).

The current condition is the availability of various easy access and services for various needs of life so that in addition to having a positive impact on certain sides, there are also negative risks on the other side. Children who are lazy to move and do physical activities are one example of this negative side. In fact, it is realized that the lack of movement and physical activity results in the emergence of degenerative diseases in the body which ultimately reduces one's productivity and competitiveness. Physical Education, Sport and Health is an integral part of the overall education system. As a subject at school, Physical Education, Sport and Health ensures the availability of physical activity for students (Filiz & Konukman, 2020). The implementation of Physical Education, Sport and Health is not only a physical activity and aims for that alone, but to develop all the potential of students as a whole through physical activity.

The main purpose of Physical Education Sports and Health is to increase life-long physical activity and encourage the physical, psychological and social development of students. In addition, Physical Education Sports and Health aims to train motor movements and maintain physical and spiritual health (Bulqini, et al., 2021). This goal encourages the development of self-motivation to do physical activity, strengthen self-concept, learn responsibility and cooperation skills. Basically, students need an encouragement in achieving success in learning activities (Pasaribu & Mashuri, 2019). These various explanations imply that Physical Education Sports and Health does not merely deal with the formation of the body, but with the whole person. Therefore, in its application it remains based on an educational atmosphere, and adheres to the rules of educational practice. This overall corresponds to the ideals of forming a Pancasila student profile characterized by faith and devotion to God Almighty, creative, mutual cooperation, global diversity, critical reasoning, and independence..

Basically, most schools are still experiencing difficulties and are felt to be ineffective in carrying out the learning process, and if this condition continues, it is possible that there will be loss of learning which can result in decreased motivation to learn in schools and of course there will be a decline in mass academics (Pasani, et al., 2021). Based on this, it is appropriate for the government through the Ministry of Education to prepare a curriculum that is appropriate and effective in solving this problem. From this, the government made a curriculum design that could be implemented by each educational unit, namely the 2013 curriculum, emergency curriculum, and independent curriculum. In this case the government gives instructions to each education unit to choose a curriculum that is in accordance with the capabilities of the school and the characteristics of its students. The challenge for schools now is to implement a curriculum that can make students feel motivated to continue learning and is also designed in accordance with the times.

The independent curriculum is one of the alternatives that can be applied by every educational unit, this is because there are several advantages in the independent curriculum, including being simpler and deeper, more independent, and providing a variety of up-to-date teaching materials. Education always strives to create students who always make updates every time. The resulting changes and innovations are able to make a maximum contribution to the progress of a nation that has quality human resources (Sopiansyah, et al., 2022). The independent curriculum is also called the Prototype Curriculum which is one part of the government's efforts to produce the next generation that is more competent in various fields (Hambali, et al., 2023). Teachers can contribute collaboratively and effectively work with school curriculum development to organize and structure materials, textbooks and learning content. In the description of the implementation of the independent curriculum, the structure of the Merdeka curriculum consists of intracurricular activities, projects to strengthen the Pancasila learner profile, and extracurricular activities (Marsidin, 2020).

One of the central figures in education is the teacher, who is the main person in delivering material to students, so teachers are also required to master the subject matter. Teachers play a very important role in implementing independent learning policies. Teachers can contribute collaboratively and effectively work with school curriculum development to organize and compile materials, textbooks, and learning content. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of learners in the classroom (Alsubaie, 2019). As an educator, teachers can understand the psychology of learners, know about teaching methods and strategies. Teachers also act as evaluators for assessing student learning outcomes.

The crucial and fundamental thing in organizing Physical Education Sports and Health learning with the objectives as described above is the availability of professional Physical Education Sports and Health teachers who are empowered and empowering. Physical Education and Health teachers according to these expectations have the character of Indonesian nationalism, reasoning, learners, professionals, and learner-oriented. Physical Education Sports and Health teachers with this character are able to encourage the growth and development of students holistically; active and proactive in developing other educators; and

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become role models and agents of transformation of the education ecosystem to realize the profile of Pancasila students, namely lifelong learners who have global competence and behave according to the values of Pancasila.

The Merdeka Belajar Curriculum has also been implemented in public junior high schools in Sleman Regency. Based on the results of observations in February 2023 in 5 public junior high schools in Sleman Regency, researchers found several obstacles related to the implementation of the Merdeka Belajar Curriculum. These obstacles include literacy, references, digital access, teacher competence, and time management. It is known that most teachers still rely on package books, both student books and teacher books as the only learning resources. Other learning resources are not considered important. The lack of understanding of educators, students, education personnel, and even parents will result in an independent learning process that is not fully achieved according to the concept. Understanding the concept of an independent curriculum by parents is also very important because with the support of parents, the process of implementing independent learning can run well. Another obstacle is that some students do not have the media needed in implementing Merdeka Belajar.

Theoretical facts based on the results of Dwiputri & Anggraeni's research (2021) show that problems that often occur in the school environment such as violent treatment between students and other students (bullying), skipping school, promiscuity, cultured dishonesty, decreased respect for parents, teachers and other things. Facilities and infrastructure are a big problem, especially schools that lack good access to technology (Matondang et al., 2022). The study of Miladiah, et al. (2023) states that the factors that become obstacles in the implementation of independent learning are the lack of understanding of educators, students, and even parents, thus hindering the objectives of the process of implementing independent learning. As well as the lack of available infrastructure in implementing an independent curriculum. The implementation of the Merdeka Belajar Curriculum will certainly lead to several changes in the learning system, which used to be done only inside, but now it can be done as comfortably as possible to facilitate the interaction process between teachers and students. The learning system in this independent learning program will be designed in such a way that it can shape the character of students and create enjoyable learning without having to be burdened with high value standards and achievement targets. Based on this, the researcher is interested in conducting a research entitled "Implementation of the Independent Learning/Merdeka Belajar Curriculum in Physical Education, Sports and Health Subjects at State Junior High Schools in Sleman Regency".

METODE

This study uses mixed methods research. A mixed methods research design is a procedure for collecting, analyzing, and mixing quantitative and qualitative methods in a study or series of studies to understand research problems (Creswell & Poth, 2019). The mixed method used in this research is concurrent mixed methods, which is a research that combines quantitative data and qualitative data at one time. The subjects of this study were principals and Physical Education, Sports and Health teachers at public junior high schools in Sleman Regency, which were taken based on random sampling. The object of this research is the implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency. Where the researcher wants to find out in depth how well and the supporting and inhibiting factors for the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency. The research instruments used: (1) Observation, carried out by researchers by observing and recording the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects. (2) Interviews, conducted with the Principal, Physical Education Sports and Health teachers, and students. (3) Documentation, which is meant to be related to the school profile, students' score list, students' attendance list, teaching plans / RPPs made by teachers, forms and types of learning evaluations, and assessment results (score list). (4) Questionnaires. Data analysis using quantitative analysis.

RESULTS

The results of this study are intended to describe the data, namely the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency, which is expressed by a questionnaire totaling 36 items, and is divided into five factors, namely students, teachers, curriculum, and facilities and infrastructure. The data used is primary data from questionnaires distributed to teachers in public junior high schools in Sleman Regency totaling 30 Physical Education Sports and Health teachers.

Descriptive statistics of the research data on the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency can be seen in table 1 as follows:

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Table 1. Descriptive Statistics of the Implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health Subjects in State Junior High Schools in Sleman Regency

Statistics	
<i>N</i>	30
<i>Mean</i>	2,59
<i>Median</i>	2,53
<i>Mode</i>	2,47
<i>Std, Deviation</i>	0,20
<i>Minimum</i>	2,22
<i>Maximum</i>	3,03

The assessment norms for the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in public junior high schools in Sleman Regency are presented in table 2 below:

Table 2. Norms for Assessing the Implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health Subjects in State Junior High Schools in Sleman Regency

No.	Interval	Category	Frequency	Percentage
1	3,26-4,00	Very good	0	0,00%
2	2,51-3,25	Good	15	50,00%
3	1,76-2,50	Less	15	50,00%
4	1,00-1,75	Very Less	0	0,00%
Total			30	100%

Based on table 2 above, it shows that the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency is in the "very less" category of 0.00% (0 teachers), "less" of 50.00% (15 teachers), "good" of 50.00% (15 teachers), and "very good" of 0.00% (0 teachers).

Learning Planning Factors

Descriptive statistics for the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency based on the learning planning factor in table 3 below:

Table 3. Descriptive Statistics of Learning Planning Factors

Statistics	
<i>N</i>	30
<i>Mean</i>	2,65
<i>Median</i>	2,67
<i>Mode</i>	2,67 ^a
<i>Std, Deviation</i>	0,31
<i>Minimum</i>	2,00
<i>Maximum</i>	3,11

Based on the Assessment Norms in table 3 above, the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency based on the learning planning factor can be seen in table 4 below:

Table 4. Norms for Assessment of Learning Planning Factors

No.	Interval	Category	Frequency	Percentage
1	3,26-4,00	Very good	0	0,00%
2	2,51-3,25	Good	16	70,00%
3	1,76-2,50	Less	9	30,00%
4	1,00-1,75	Very Less	0	0,00%
Total			30	100%

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Based on table 4, it shows that the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency based on the learning planning factor is in the "very less" category of 0.00% (0 teachers), "less" of 30.00% (9 teachers), "good" of 70.00% (16 teachers), and "very good" of 0.00% (0 teachers).

Learning Implementation Factors

Descriptive statistics for the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency based on the learning implementation factor in table 5 below:

Table 5. Descriptive Statistics of Learning Implementation Factors

Statistics	
<i>N</i>	30
<i>Mean</i>	2,66
<i>Median</i>	2,67
<i>Mode</i>	2,53 ^a
<i>Std. Deviation</i>	0,23
<i>Minimum</i>	2,07
<i>Maximum</i>	3,00

Based on the Assessment Norms in table 5 above, the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency based on the learning implementation factor can be seen in table 6 below:

Table 6: Norms for Assessment of Learning Implementation Factors

No.	Interval	Category	Frequency	Percentage
1	3,26-4,00	Very good	0	0,00%
2	2,51-3,25	Good	24	80,00%
3	1,76-2,50	Less	6	20,00%
4	1,00-1,75	Very Less	0	0,00%
Total			30	100%

Based on table 6, it shows that the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency based on the learning implementation factor is in the "very less" category of 0.00% (0 teachers), "less" of 20.00% (6 teachers), "good" of 80.00% (24 teachers), and "very good" of 0.00% (0 teachers).

Learning Evaluation Factors

Descriptive statistics for the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency based on the learning evaluation factor in table 7 below:

Table 7. Descriptive Statistics of Learning Evaluation Factor

Statistik	
<i>N</i>	30
<i>Mean</i>	2,45
<i>Median</i>	2,42
<i>Mode</i>	2,25
<i>Std. Deviation</i>	0,25
<i>Minimum</i>	2,00
<i>Maximum</i>	3,00

Based on the Assessment Norms in table 7 above, the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency based on the learning evaluation factor can be seen in table 8 as follows:

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Table 8. Learning Evaluation Factor Assessment Norms

No.	Interval	Category	Frequency	Percentage
1	3,26-4,00	Very good	0	0,00%
2	2,51-3,25	Good	12	40,00%
3	1,76-2,50	Less	18	60,00%
4	1,00-1,75	Very Less	0	0,00%
Total			30	100%

Based on table 8, it shows that the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency based on the learning evaluation factor is in the "very less" category of 0.00% (0 teachers), "less" of 60.00% (18 teachers), "good" of 40.00% (12 teachers), and "very good" of 0.00% (0 teachers).

DISCUSSION

Implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health Subjects

Based on the results of the study, it shows that the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency is highest in the "sufficient and good" category, namely 50.00%. In the process of implementing the Merdeka Belajar Curriculum, of course, it will cause problems in the process of planning, implementing, and assessing learning because this curriculum has just been implemented and surely the parties are still confused about its implementation, causing problems that occur in it.

These results indicate that the implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency is not optimal. State Junior High Schools in Sleman Regency have implemented the Merdeka Belajar Curriculum in stages, and have implemented Project-Based Learning, which is one of the learning activities in the Merdeka Belajar Curriculum. From the research conducted by researchers, that in State Junior High Schools in Sleman Regency, they have implemented various concepts of Merdeka Belajar from making lesson planning administration even though it is still made in groups, implementing class project-based learning and school projects, and implementing the Pancasila Student Profile even though there is still a need for improvement and development because it has only been a one-year implementation process. This is so that the concept of Merdeka Belajar Curriculum to be achieved can be realized properly.

These results are in accordance with Febriati's research (2022) which concluded that 5 teachers or 62.5% and 10 students or 62.5% stated that the Implementation of the Independent Learning Curriculum for Physical Education, Sports and Health Subjects in SMP Se-Kecamatan Gayamsari Semarang City was carried out well. This is obtained from each indicator, such as in Learning Preparation, learning implementation, teaching and learning process, competency assessment and the availability of learning tools. Physical Education Sports and Health subjects using an independent learning curriculum are able to provide freedom for students to do activities without being limited by rules and add pleasure to students.

The opinion of Simamora & Pasaribu (2023) that the main implication of independent learning is more emphasized on students in order to invite students to be more active and play a big role in their educational development, schools and teachers, as facilitators who help students' learning activities run smoothly and there are no obstacles. If the Physical Education, Sports and Health learning process and the independent curriculum are carried out with discipline, it will indirectly reduce the level of laziness in students. The implementation of the Merdeka Belajar curriculum in Physical Education, Sports and Health subjects is not easy to adjust in every implementation in the teaching process, especially not all schools can run the curriculum. However, it does not rule out the possibility that Physical Education, Sports and Health subjects using the Merdeka Belajar Curriculum are able to give students freedom to move without being limited by rules and add fun to students. Quality improvement, knowledge attitudes, and movement skills can be carried out in accordance with the Independent Learning Curriculum.

Factors Inhibiting the Implementation of the Merdeka Belajar Curriculum

The obstacles in the implementation of the Merdeka Belajar Curriculum in the Physical Education, Sports and Health subject in State Junior High Schools in Sleman Regency are that teachers are still difficult to instill the 6 characters of the Pancasila Student Profile to students with the various characteristics that each student has. In addition, from the observations made by researchers, it can also be seen that teachers have not been able to get out of their comfort zone in teaching, as it can be seen that in teaching they are still comfortable with using the method and still lack the teacher's ability to use learning media, this can be seen when the teacher teaches mostly only explaining the material and then giving assignments to students.

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In addition, teachers still have difficulty in determining the right learning methods and strategies for children so that the learning process becomes fun and also students participate actively in the learning process, sometimes the lesson plans made are not always the same as reality. Seeing the condition of students and classes, there can be unexpected changes. The change can be from the change in the learning model to be used. That requires a teacher to understand the conditions of students and classes before designing learning so that it can be realized properly. Not only that, teachers who cannot use technology properly will experience difficulties in making lesson plans. This was experienced by one of the teachers who claimed to have difficulty in preparing Teaching Modules. In addition, the problems experienced by teachers are still difficult in determining the right learning methods and strategies for children so that the learning process becomes fun and also students participate actively in the learning process of Physical Education Sports and Health.

This is in accordance with Jaya's (2019) opinion that learning planning is an overview of the steps a teacher will take in the classroom in the future to achieve predetermined goals effectively and efficiently. Thus, as a learning designer, the teacher is tasked with designing his learning program (including the organization of teaching materials, presentation, and evaluation) which is his responsibility according to predetermined learning objectives. The essence of learning planning is to determine the optimal learning method to achieve the desired learning outcomes.

The implementation of the Merdeka Belajar Curriculum is a new thing in the world of education that will help educators and students innovate in the world of education. However, in its implementation, State Junior High Schools in Sleman Regency experience several obstacles, such as the lack of understanding of the concept of Merdeka Curriculum by educators, students, education personnel, and even parents, which hinders the implementation process. With a lack of understanding, educators, students, education personnel, and even parents will result in an independent learning process that is not fully achieved according to the concept.

Understanding the concept of Merdeka Belajar Curriculum by parents is also very important because with the support of parents, the process of implementing independent learning can run well. Another obstacle is that some students do not have the media needed in the application of independent learning. This is in accordance with Mulyasa's opinion (2021) that Merdeka Belajar prioritizes a learning process that can foster students' creativity, through approaches and methods that can train students' higher-level thinking skills. The methods used are scientific, problem-based learning, project-based learning, inquiry, observation, question and answer, and presentation. The effectiveness of these approaches and methods in learning is largely determined by the teacher, namely the teacher who drives independent learning.

Based on the results of interviews that have been conducted by researchers, teachers do not really experience difficulties in conducting diagnostic, formative and summative assessments, only constrained in determining assessments that are in accordance with the learning objectives to be achieved, determining assessments during project-based learning is confusing for teachers because of the many types or forms of assessments such as presentations, projects, products, oral, written and so on.

This is in accordance with the opinion of Zulaiha, et al. (2022) that assessment is broadly divided into two, namely formative assessment and summative assessment and some say assessment for learning and assessment of learning. Formative assessment is an integral part of the learning process that is carried out with the intention of monitoring the extent to which a learning process has run as planned. While summative assessment is carried out at the end of the learning unit to determine the effectiveness of the learning program.

From the research conducted by researchers at State Junior High Schools in Sleman Regency, teachers have carried out assessments, both diagnostic, formative, and summative, although there are some obstacles experienced when implementing them, although not so significant. It can be said that in State Junior High Schools in Sleman Regency, there are not so many difficulties in carrying out assessments based on the Merdeka Belajar Curriculum because previously the teachers have often carried out assessments, it's just that the forms of assessment used in Merdeka Belajar vary, which requires teachers to choose the right form of assessment so that the desired learning objectives are achieved.

Merdeka Belajar Curriculum Implementation Solution

The solution carried out in the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency is that teachers look for information or references about learning assessments and regularly attend training on the implementation of the Merdeka Belajar Curriculum held. Seeing some of the above obstacles, State Junior High Schools in Sleman Regency try to minimize the obstacles that exist in the implementation of independent learning by providing facilities as much as possible and choosing project themes that suit the capabilities of schools, students, and educators. Another effort made by the school is to carry out socialization to parents and committees in detail regarding the implementation of the independent curriculum so that they can establish cooperation in supporting the

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achievement of learning objectives. Involving educators to carry out training that supports educators' understanding of the concept of the Independent Curriculum.

The solutions carried out are (1) Principals and teachers attend training on Implementing the Merdeka Belajar Curriculum to improve the quality of teachers. (2) Lack of time allocation and tools and materials in project-based learning, so the teacher's effort is to continue at home, and must also be creative in utilizing what is at school. (3) The next problem is related to the teaching material that is too broad, teaching children to take notes. So later the children can study and repeat it again at home. Based on interviews conducted by researchers, the solution that teachers do is to find more information or references about learning assessments and regularly attend training. This is in accordance with Syafi'i's (2021) opinion that matters related to the guidance of the Merdeka Belajar Curriculum are monthly workshops for principals and supervisors coached by expert trainers, recruitment of learning committee teachers including principals and subject teachers, assistance by expert trainers via online, coaching principals every month, filling out surveys to find out the obstacles experienced in implementing the Merdeka Belajar Curriculum. Supervisors carry out supervision and assistance activities in the implementation of the current Merdeka Belajar Curriculum.

From the research conducted by the researcher, it can be seen that in public junior high schools in Sleman Regency, they always routinely participate in training from both the principal and the teacher and to strengthen the teachers' understanding of the Merdeka Belajar Curriculum, the teachers always hold monthly meetings with the Teacher Working Group to solve various problems related to the Merdeka Belajar Curriculum and to improve teacher competence in the process of teaching and learning activities.

CONCLUSIONS

The results of data analysis and discussion can be concluded that: (1) The implementation of Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects in State Junior High Schools in Sleman Regency is in the sufficient and good categories, namely 50.00%. State Junior High Schools in Sleman Regency have implemented the Merdeka Belajar Curriculum in stages, and have implemented Project-Based Learning which is one of the learning activities in the Merdeka Belajar Curriculum.. (2) The obstacles in the implementation of the Merdeka Belajar Curriculum in the Physical Education, Sports and Health subject in State Junior High Schools in Sleman Regency are that teachers are still difficult to instill the 6 characters of the Pancasila Student Profile to students with the various characteristics that each student has. In addition, from the observations made by researchers, it can also be seen that teachers have not been able to get out of their comfort zone in teaching, as it can be seen that in teaching they are still comfortable with using the method and still lack the teacher's ability to use learning media, this can be seen when the teacher teaches mostly only explaining the material and then giving assignments to students. (3) The solution carried out in the implementation of the Merdeka Belajar Curriculum in Physical Education, Sports and Health subjects at State Junior High Schools in Sleman Regency is that teachers look for information or references about learning assessments and regularly attend training on the implementation of the Merdeka Belajar Curriculum held.

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