Strategies for Facing Implementation Challenges Independent Learning Curriculum in Subjects Physical Education, Sports and Health in SMAN6 Yogyakarta

Ramzy Rais Priyambada[1], Soni Nompembri[2], Wahyu Dwi Yulianto[3]

[1,2,3]Department of Sport Science, Yogyakarta State University, Yogyakarta Indonesia

ABSTRACT

Background: This research aims to present the results of an analysis of the strategies used to face the challenges of implementing the independent learning curriculum in Physical Education, Sports and Health subjects in Senior High Schools.

Objective: The data collection technique used in this research was direct observation and in-depth interviews with PJOK teachers and class X students at SMA Negeri 6 Yogyakarta. The research instrument used was the researcher himself, supported by smartphone tools, field notes, interview grids, interview notes and writing tools.

Method: Data analysis used used data reduction analysis with categorization and comparison. The validity of the data is obtained through triangulation. The results of this research include (i) Teacher strategies for involving technology in PJOK learning, namely by participating in teacher training, implementing learning models, implementing them in the learning process, using them in learning evaluation activities. (ii) The teacher's strategy for making PJOK meaningful in lifelong learning in this research is organizing study groups that focus on attitude and effective learning on P5 values.

Results: The results of this research show that teachers found strategies that were used to face new challenges in implementation. independent learning curriculum at senior high school level. The learning strategies packaged by PJOK teachers to face these challenges have resulted in a wider variety of learning activities.

KEYWORDS: independent learning, teacher strategies, motivation, implementation, technology

INTRODUCTION

Structuring the education system, including improving the curriculum, needs to be implemented well in order to optimize the quality of education. According to Firdausiyah & Akhmadi, (2021) stated that "Curriculum is a forum that will determine the direction of education. The success or failure of an education really depends on the curriculum used. The curriculum is the spearhead for the implementation of educational activities. Without a curriculum, it is impossible for education to run well, effectively and efficiently as expected. Therefore, it is very necessary to pay attention to the curriculum in each educational unit." This statement states that the success of an education is largely determined by the curriculum used. A good curriculum will guide education in a better direction.

Changes and improvements to the curriculum are adjusted to the situation and conditions of society at the time the curriculum was developed. According to Nugraha, (2022) that "These changes are a logical consequence of changes in the political, socio-cultural, economic and science and technology systems in national and state society". The curriculum itself as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in society as a concept that must be able to answer all the challenges that exist where the curriculum is applied. The newest curriculum used in Indonesia is the independent curriculum.

Curriculum development cannot be separated from the meaning itself, therefore, curriculum can be interpreted as a learning plan and a plan regarding the learning experiences of students in an educational institution which is very useful in curriculum development. Improving the independent learning curriculum is important to develop an independent curriculum as a functional basis for learning by considering the conditions of students, teachers and schools in each school unit. The Independent Curriculum is the government's effort to implement or renew learning with the Independent Curriculum (Resti Fauziah et al., 2023.)

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The independent curriculum is a curriculum that was developed as a more flexible curriculum framework, as well as developing the character and competence of students. This independent curriculum also focuses on essential material. The main characteristics of this that support learning recovery mentioned by (Kemendikbud Ristek, 2022), namely (1) project-based learning for developing soft skills and character according to the Pancasila student profile, (2) material that focuses on essential material so that, there is sufficient time for in-depth learning for basic competencies, (3) flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

Research conducted by Engel Hehakaya and Delvyn Pollatu (2022) with the title "Teacher Problems in Implementing the Independent Curriculum". This article aims to describe the problems of teachers in implementing the independent curriculum in schools. The research results show that teachers face significant challenges and obstacles in implementing the Independent Curriculum in the planning, classroom implementation and evaluation stages. This research also looks for solutions or steps that can be taken to overcome the problems of implementing the Independent Curriculum in Elementary Schools and ensure that the objectives of the Independent Curriculum can be achieved well. One effort to deal with these obstacles is to provide training and assistance to teachers. research conducted by Sehat Sinulingga (2022) with the article title "Challenges of Implementing the Independent Curriculum Facing the Challenges of Technological Development in the Era of Industrial Revolution 4.0". This article tries to analyze the effectiveness of implementing the independent curriculum to deal with technological developments in the era of industrial revolution 4.0. The research results of this article state that the challenges of implementing an independent curriculum in the face of technological developments in the era of the industrial revolution 4.0 are more related to the implementation of learning, including the demands and continuous improvement of teacher competence, demands for the availability of adequate facilities and infrastructure and demands for the independence of educational institutions.

Wang et al. (2021) states that the curriculum has several meanings, namely: 1) as a teaching plan, 2) as a student learning plan, 3) as a learning plan obtained by students from school or madrasah. In Government Regulation Number 19 of 2005 concerning national education standards, the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals.

The independent learning curriculum is a curriculum concept that requires students to have independence. The independence referred to is that each student is given the freedom to access the knowledge obtained from formal and non-formal education. As stated by Surbakti et al. (2022) that each student has expertise in their respective fields, so students are free to search for or choose any field they like. In the independent learning curriculum, students are given the opportunity to develop their potential. The curriculum also integrates literacy, intellectual skills, skills and attitudes to use technology. Students are free to think and learn from any source, with the aim of being able to seek knowledge and solve the practical problems they face.

The next obstacle felt by PJOK teachers in an interview with PJOK teachers at SMAN 6 Yogyakarta was due to insufficient use of the latest references. This statement was explained by PJOK teachers that during learning activities, one of the learning resources that is often used is the use of textbooks and worksheets, students usually will reading these books as teaching materials when it comes to theory, it is not uncommon for students to simply read, but not necessarily understand, when bringing theory to practice in the field, students also encounter difficulties. Students also have not fully developed their learning process because they still depend on the teacher's direction and also just read from books. The next problem encountered by researchers in interviews with PJOK teachers at SMAN 6 Yogyakarta is the limited time management of teachers in efforts to transform the learning process. Teachers need more time to study so they can adapt to the demands of expected changes. Sometimes schools set quite busy agendas because these schools are driving schools and research schools, so involving teachers to actively participate in various activities, of course this issue also needs to be considered in the PJOK learning process. PJOK learning is different from other subjects, because every practice contained in PJOK subjects requires special attention from the security and safety aspects, so special strategies are needed in packaging learning so that it is effective. It can be understood that PJOK teachers have a very important role in the success of the learning process, especially PJOK subjects and are able to adapt to situations such as changing the curriculum to implementing the independent learning curriculum. The development of education is greatly influenced by the awareness of all elements of the school community to work together to realize the quality of learning and education that has long been aspired to.

METHOD

This research is descriptive research with a qualitative research approach. Qualitative research methods are also known as naturalistic methods because they were initially more commonly used for research in the field of cultural anthropology Sugiyono (2021, p. 8). It is called a qualitative method because the data they collect and analyze is more qualitative in nature. The research used is a qualitative research method or case study approach. This research focuses intensively on one particular object studying it

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as a case. The design of this research is phenomenon description research where the researcher observes various existing problems and then explains the phenomenon so that it can be better understood (Ariesanti et al., 2023). Case study data can be obtained from all parties concerned, in other words, this study was collected from various sources (Gunawan, 2022). Case study research will lack depth if it only focuses on a certain phase or one particular aspect before obtaining a general picture of the case.

The main data source in this qualitative research is the results of interviews with previously determined respondents. The respondents referred to here are 3 PJOK teachers and a sample of 36 class X students from a total of 288 class XE students at SMA Negeri 6 Yogyakarta. Researchers also used additional data sources as support, namely using the Independent Learning Curriculum document issued by the Ministry of Education, Culture, Research and Technology, as well as a guidebook or guide for implementing the Independent Learning Curriculum in Physical Education, Sports and Health subjects. Apart from that, school guidelines and policies regarding the implementation of the Independent Learning Curriculum in these subjects at SMA Negeri 6 Yogyakarta and other supporting data in the form of documentation in the form of photos of students' activities and portfolios. Data analysis techniques are methods used by researchers when processing data into a series of information to make it easier to understand and make it easier for researchers to interpret the data. According to Sugiyono (2016:244) data analysis is an effort to systematically search for and compile data obtained from interviews, field notes and documentation, so that the data can be easily understood by oneself and others. In general, data analysis is a search for patterns in behavioral data that emerge, objects related to the focus of the research.

DISCUSSION

In this discussion the researcher will present a description of the discussion according to the researcher's findings, so that this discussion will integrate existing findings and at the same time modify them with existing theory. The findings of this research are a description of data obtained in the field through observation, interviews and documentation that are identified to be in accordance with the expected objectives, the results will be linked to existing theory. 1. Teacher Strategy in Seeing Technology in PJOK Learning Based on the Merdeka Learning Curriculum for Class Learning strategies according to (Sri, nd 2019) can be used to achieve various goals of providing learning material at various levels, for different students, in different contexts. Learning strategies in the 2013 curriculum, which was the previous curriculum before the independent learning curriculum as it is currently, there are 5 types of learning strategies that can be carried out by teachers: a. Discovery Learning (DL) Strategy or Uncovering Learning b. Inquiry Learning (IL) Strategy or Learning Investigation c. Problem Based Learning (PBL) strategy or problem-based learning d. Project Based Learning (PjBL) strategy or project-based learning e. Scientific Learning (SL) Strategy or Scientific Learning.

The use of these learning strategies can be used in accordance with the conditions that will be carried out by PJOK teachers by changing the old curriculum to a new curriculum, namely the independent learning curriculum, where this curriculum is expected to be very pro-student, the teacher rearranges and chooses what learning strategies are appropriate to use for The needs of students in today's developments, especially learning strategies in the implementation of the independent learning curriculum. Therefore, with the change in the curriculum from the previous one to the independent learning curriculum, it is hoped that it will be perfected by being able to utilize the learning strategies contained in curriculum 13 adapted to the needs of the independent learning curriculum which is pro-student. Not only that, these strategies are expected to be able to meet educational needs. current era.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that strategy is very influential in facing the challenges of implementing the independent learning curriculum in PJOK subjects, especially in the use of technology in learning, the meaningfulness of PJOK in lifelong learning, and increasing students' learning motivation. : 1. The teacher's strategy in using technology in PJOK learning is by selecting learning strategies that suit needs and is also a strategy for implementing technology as is often used, namely the PJBL learning strategy, where this learning strategy uses audio-visual technology such as videos on YouTube and uses various kinds. applications such as Google Drive, Quizizz, Kahoot, WA groups and the like where the choice of platform is adjusted to the learning strategy used. Also, the teacher's learning strategy is centered on students so that students can participate in learning and can explore their knowledge widely and enable students to think creatively. The use of educational technology begins with planning and work meetings for an understanding in determining how important it is to use technology in PJOK learning based on the independent learning curriculum. 2. The teacher's strategy for making PJOK meaningful in lifelong learning is to make learning PJOK fun, safe and comfortable so that it can motivate students to learn and develop in the field of PJOK and be able to apply it in everyday life. In supporting the learning process, PJOK teachers make learning implementation plans (RPP) according to the situation, conditions and materials to be implemented, create and prepare teaching materials and monitoring

and evaluation guides according to competency achievement indicators, apply varied learning so that students do not get bored. 3. The strategy implemented by teachers in increasing motivation to learn PJOK subjects at SMA Negeri 6 Yogyakarta is by providing an understanding of the importance of PJOK in everyday life, providing rewards for students who are active in learning, punishment or penalties for students who violate the rules of the game learn PJOK, use interesting media when learning and make learning PJOK a motivating lesson in terms of career.

The results of this research are about teacher strategies, so it is necessary for educators to improve their quality so that learning becomes more creative and effective. Apart from that, when learning is packaged with the right strategy, optimal learning outcomes can be achieved. With the independent learning curriculum, it is hoped that PJOK teachers will be able to continue to develop creative, innovative and effective learning in terms of PJOK material literature and learning media that are packaged even more attractively. The research conducted by researchers proves the theory that PJOK teacher strategies in learning have a positive relationship with learning activities so that they run well. The PJOK teacher strategy has a big function and role in improving the smoothness of learning activities. Based on the facts in the field as a whole, the teacher's strategy in facing the challenges of implementing the independent learning curriculum is positive. This can be seen from the results of interviews and observations which state positive PJOK learning outcomes for students. In PJOK learning, to increase students' learning motivation, strategies are needed in providing learning and selecting materials and learning support tools that are as interesting and varied as possible so that students are more enthusiastic and enthusiastic in participating in learning. Therefore, teachers are required to have a variety of creativity. In this research, it was proven that PJOK teachers at SMA N 6 Yogyakarta have good strategies to support the success of PJOK learning by utilizing various applications to convey material so that it is easily accepted by students.

The results of the research can be an illustration of the strategies used by teachers in using technology, the significance of PJOK in lifelong learning, and students' learning motivation in PJOK subjects. Apart from that, it is hoped that the results of this research can be a direction for teachers and students to always have good character, especially students towards teachers during learning so that they always respect and pay attention to explanations, and be orderly when carrying out the tasks given by the teacher as a form of citizen. both implemented in everyday life as social control in facing the era of globalization.

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