

Evaluation Study of Physical Education, Sports, and Health (PJOK) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

Zahra Safira Fajar Susila¹, Wawan S. Suherman², Christina Fajar Sriwahyuniati³

^{1,2,3} Department of Sport Science, Yogyakarta State University, Yogyakarta Indonesia

ABSTRACT: This study aims to evaluate the implementation of Physical Education, Sports, and Health (PJOK) learning within the Merdeka Curriculum framework in public senior high schools in Sleman Regency. The evaluation was conducted using the CIPP model (Context, Input, Process, Product) to assess program quality comprehensively. The research employed a descriptive quantitative approach with survey methods involving PJOK teachers and school management teams. Data collection instruments included validated questionnaires based on CIPP model indicators. Descriptive statistics were applied to analyze the data. The evaluation revealed that the overall implementation of PJOK learning was categorized as good, with a mean score of 3.20. Context evaluation reached a very good category (M = 3.46), indicating strong alignment between schools' vision, mission, and curriculum operational plans with the Merdeka Curriculum. Input evaluation (M = 3.15) showed adequate teacher qualifications and leadership, although improvements were needed in infrastructure and parental involvement. The learning process (M = 2.92) proceeded effectively, yet assessment practices required enhancement. Product evaluation (M = 3.28) confirmed that learning outcomes achieved expected targets in physical fitness, skills, and cognitive performance. The findings confirm that PJOK learning under the Merdeka Curriculum has been implemented well in Sleman Regency public senior high schools, although improvements in learning assessment and infrastructure remain essential. The study supports the application of the CIPP model for systematic program evaluation and recommends continuous professional development for PJOK teachers to optimize curriculum implementation.

KEYWORDS: Merdeka Curriculum, Physical Education, CIPP Evaluation, Learning Assessment, High School

INTRODUCTION

The Indonesian government, through the Ministry of Education, Culture, Research, and Technology, has implemented the Merdeka Curriculum as part of a comprehensive educational reform initiative aimed at enhancing competency-based learning outcomes while fostering the holistic development of Indonesian learners. This curriculum reform introduces a renewed emphasis on the cultivation of Profil Pelajar Pancasila, a set of six core competencies designed to shape future generations of Indonesian citizens to be religious, independent, collaborative, critical, creative, and globally competitive (Kemendikbudristek, 2022). The shift in curriculum philosophy places learners at the center of the educational process and promotes inquiry-based, collaborative, and experiential learning activities across all subject areas, including Physical Education, Sports, and Health (Pendidikan Jasmani, Olahraga, dan Kesehatan / PJOK).

Traditionally, PJOK has been perceived predominantly as a subject aimed at enhancing students' physical capabilities through various sports and health activities. However, contemporary perspectives have repositioned PJOK as a subject that must actively contribute to students' comprehensive personal growth, encompassing not only psychomotor skills but also cognitive, affective, and social dimensions (Wicaksono, Pradana, & Nurfauzi, 2020). Effective PJOK learning is expected to nurture students' physical fitness, promote healthy lifestyle habits, and simultaneously develop critical thinking, strategy formulation, collaborative spirit, and responsible decision-making in dynamic physical activity contexts (Sudrajat, Kurniawan, & Setiawan, 2023).

In practice, the implementation of the Merdeka Curriculum within PJOK requires schools to formulate Operational Curricula at the Educational Unit Level (Kurikulum Operasional Satuan Pendidikan / KOSP) that adhere to national competency standards while providing contextual adaptations suited to the school's unique resources and student profiles (Sudrajat et al., 2023). This significant curricular adjustment inevitably introduces operational challenges, particularly in the areas of instructional design, learning resource availability, assessment standardization, and teacher professional readiness. The success of PJOK learning under

Evaluation Study of Physical Education, Sports, and Health (Pjok) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

this new framework relies heavily on teachers' ability to internalize the curriculum's philosophical foundation and translate it into meaningful pedagogical practices (Widiansyah, Muslim, & Yusuf, 2025).

To guarantee that educational innovations meet their intended objectives, systematic and evidence-based evaluation mechanisms are essential. One of the most established and comprehensive models for conducting program evaluation in education is the CIPP model (Context, Input, Process, and Product) developed by Stufflebeam. This model provides a framework for both formative and summative evaluations, focusing on diagnosing program implementation problems, monitoring processes, and assessing final outcomes to facilitate continuous improvement and institutional accountability (Stufflebeam & Zhang, 2017; Aziz, Nasir, & Yusuf, 2018). Its structured approach enables evaluators to examine educational program implementation comprehensively from the planning to the result stage.

While numerous studies have demonstrated the utility of the CIPP model in evaluating educational programs in diverse fields such as language instruction (Sopha & Nanni, 2019), early childhood education (Aslan & Uygun, 2019), and higher education curriculum (Ranjbar & Rahimy, 2020), empirical research assessing the implementation of PJOK learning using this framework — especially within the context of the Merdeka Curriculum — remains limited. The lack of comprehensive evaluations in this area represents a significant gap in educational research, considering the strategic role PJOK plays in promoting holistic education aligned with national education goals and the Profil Pelajar Pancasila competencies.

Addressing this gap, the present study aims to evaluate the implementation of PJOK learning within public senior high schools in Sleman Regency, a region actively participating in the Merdeka Curriculum trial phase. The evaluation specifically investigates four essential components based on the CIPP model: (1) the contextual alignment of schools' vision, mission, and operational curriculum with the national Merdeka Curriculum policy directives; (2) the quality of program input covering teacher qualifications, availability of physical education facilities, and involvement of school stakeholders; (3) the process of PJOK teaching and learning implementation, focusing on instructional quality, assessment practices, and student participation; and (4) the product outcomes reflected in students' learning achievements, physical fitness levels, and character development.

Through this evaluation, the study is expected to generate empirical evidence and practical recommendations that can support schools, educational policymakers, and physical education practitioners in refining PJOK curriculum implementation strategies. The findings aim to enhance the relevance, quality, and effectiveness of PJOK learning while ensuring its alignment with the competency-based educational framework established by the Merdeka Curriculum. Furthermore, the study contributes to advancing academic discussions on curriculum evaluation in physical education, offering insights that can be applied in similar contexts both within and beyond Indonesia.

In conclusion, this research endeavors to bridge the existing gap between educational policy formulation and field-level implementation in PJOK education. By providing a systematic, evidence-based evaluation of PJOK learning outcomes under the Merdeka Curriculum, the study not only informs curriculum developers and policymakers but also supports the broader objective of nurturing physically, mentally, and socially competent Indonesian youth equipped to navigate the challenges of the 21st century in accordance with the ideals of the Profil Pelajar Pancasila.

METHODS

This study employed a mixed-methods sequential explanatory design, integrating quantitative and qualitative data (Creswell & Plano Clark, 2018). The research was conducted in public senior high schools in Sleman Regency, Yogyakarta, in July–August 2024. The population consisted of principals, PJOK teachers, administrative staff, and students, with samples obtained through cluster random sampling. Quantitative data were collected through questionnaires, while qualitative data were gathered using interview guides, observation sheets, and documentation reviews. The CIPP evaluation model was used as the evaluation framework, covering: (1) Context: examining school environment, vision, mission, and PJOK program goals. (2) Input: evaluating resources, teacher qualifications, infrastructure, and stakeholder support. (3) Process: assessing the implementation of PJOK learning activities. (4) Product: measuring learning outcomes and program impacts. Data analysis involved descriptive statistics for quantitative data and thematic analysis for qualitative data. The quantitative category scores used interval classifications (very good, good, fair, poor) based on Likert scale results.

Evaluation Study of Physical Education, Sports, and Health (Pjok) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

Table 1. Instrument Grid

No	Component	Sub-Indicator	Data Source
1	Context	Vision, mission, objectives, program organization, lesson planning, professional mentoring	Questionnaire, Interview
2	Input	Teacher qualifications, leadership, infrastructure, parental support	Questionnaire, Documentation
3	Process	Lesson implementation, evaluation activities	Observation, Interview
4	Product	Student learning outcomes, program impact	Documentation, Interview

RESULT

This study employed a quantitative descriptive approach using the CIPP (Context, Input, Process, Product) evaluation model to assess the implementation of Physical Education, Sports, and Health (PJOK) learning within the Merdeka Curriculum framework in public senior high schools in Sleman Regency. Data were collected through validated questionnaires distributed to PJOK teachers and school administrators, then analyzed by calculating the mean scores and classification categories for each CIPP component. The quantitative analysis produced the following findings:

Context Evaluation

The context evaluation focused on examining the relevance of the schools' vision, mission, objectives, and learning goals with the principles outlined in the Merdeka Curriculum. The analysis indicated a mean score of 3.46, which falls into the “very good” category. This result reflects that most schools had formulated institutional visions and missions supportive of competency-based education, character development, and learner-centered practices. Furthermore, the objectives of PJOK learning were appropriately aligned with the national curriculum policy and the Pelajar Pancasila profile development framework. These findings confirm the readiness of schools in adopting curriculum transformations at the policy level.

Input Evaluation

The input evaluation assessed the readiness of resources, including teacher qualifications, infrastructure, facilities, learning materials, and parental involvement. The analysis revealed a mean score of 3.15, classified as “good”. The qualifications and competence of PJOK teachers were generally satisfactory, with most holding undergraduate degrees in physical education and demonstrating adequate mastery of pedagogical and technical competencies. However, shortcomings were identified in the availability and quality of infrastructure, such as sports facilities, equipment, and open spaces. In addition, parental participation in supporting school physical activity programs remained limited, suggesting a need for increased school–community engagement strategies.

Process Evaluation

The process evaluation focused on the implementation of PJOK learning, including lesson planning, learning delivery, assessment practices, and classroom management. The analysis generated a mean score of 2.92, placing it in the “good” category. The delivery of PJOK learning activities was generally effective, with teachers consistently applying varied methods and integrating contextual-based learning models aligned with Merdeka Curriculum principles. However, a critical issue identified was in the assessment aspect, where the evaluation instruments and techniques applied by some teachers lacked consistency with curriculum demands for authentic assessment, higher-order thinking evaluation, and attitude appraisal.

Product Evaluation

The product evaluation measured the achievement of learning outcomes, covering cognitive, psychomotor, and affective domains. The result showed a mean score of 3.28, categorized as “very good”. Students demonstrated positive improvements in physical fitness, movement skills, teamwork, fair play values, and conceptual understanding of health and exercise principles. This confirms that, despite infrastructural constraints, the implementation of PJOK learning succeeded in producing meaningful outcomes for student development.

An overall analysis of the four evaluation components produced a mean aggregate score of 3.20, which falls under the “good” classification. This indicates that the implementation of PJOK learning within the Merdeka Curriculum framework in public senior high schools in Sleman Regency has generally been successful, although targeted improvements are necessary, particularly in the areas of learning infrastructure, parental involvement, and the refinement of assessment practices.

The detailed descriptive statistics of each CIPP component are presented in the following table:

Evaluation Study of Physical Education, Sports, and Health (Pjok) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

Table 2. Summary of PJOK Learning Implementation Evaluation Results (CIPP Model)

No.	Evaluation Component	Mean Score	Category
1	Context	3.46	Very Good
2	Input	3.15	Good
3	Process	2.92	Good
4	Product	3.28	Very Good
Overall Score		3.20	Good

These findings reveal a consistent pattern across schools, where institutional alignment and learning outcomes have reached high standards, yet operational aspects such as infrastructure quality and learning process management—particularly assessment practices—still require significant enhancement to fully meet the ideals promoted by the Merdeka Curriculum.

DISCUSSION

The findings of this study indicate that the implementation of Physical Education, Sports, and Health (PJOK) learning within the Merdeka Curriculum framework in public senior high schools across Sleman Regency is generally categorized as good. The overall mean score obtained across the four evaluated aspects—context, input, process, and product—stood at 3.20, reflecting that the program has been implemented in accordance with the curriculum guidelines and policy directions, although several operational aspects still necessitate focused improvement initiatives to optimize learning outcomes and program sustainability.

The context evaluation, with a mean score of 3.46 in the very good category, suggests that the schools' vision, mission, and curriculum operational documents (KOSP) are consistently aligned with the core principles of the Merdeka Curriculum. This alignment indicates a shared institutional commitment to nurturing competencies embedded in the Profil Pelajar Pancasila, which includes critical thinking, independence, collaboration, physical fitness, and national identity reinforcement. These findings corroborate the assertions of Sudrajat, Kurniawan, and Setiawan (2023), who emphasized that one of the critical success factors in implementing the Merdeka Curriculum lies in institutional readiness and the capacity of schools to contextualize curriculum policy into operational frameworks tailored to local conditions. The schools involved in this study have demonstrated a high degree of conformity to curriculum policy, which serves as a positive foundation for optimizing PJOK learning outcomes.

The input evaluation yielded a mean score of 3.15, categorized as good. This result illustrates that human resource capacity, particularly in terms of teacher qualifications, leadership commitment, and the availability of curriculum support tools, is relatively adequate. However, notable limitations persist in the availability of infrastructure—including sports facilities and supporting equipment—as well as parental and community involvement in supporting PJOK learning activities. These findings are in line with the conclusions drawn by Widiensyah, Muslim, and Yusuf (2025), who found that disparities in physical infrastructure and stakeholder engagement are recurrent challenges in implementing Merdeka Curriculum-based PJOK programs, especially in public schools with limited budget allocations. Addressing these disparities is critical, given the Merdeka Curriculum's emphasis on learning environments that facilitate active, creative, and contextual physical education experiences.

In the process evaluation, the study recorded a mean score of 2.92, placing it in the good category but indicating areas requiring enhancement, particularly in the domain of assessment and student-centered learning practices. The PJOK learning activities in Sleman Regency schools have been generally carried out effectively, with various learning models being introduced to enrich classroom instruction. Nonetheless, qualitative observations revealed that teacher-centered learning patterns still dominated some instructional settings, thereby constraining students' opportunities to actively participate, make decisions, and reflect on their physical activity experiences independently. This challenge is consistent with the findings of Putra, Kurniawan, and Nugraha (2023), who identified similar tendencies among physical education teachers adapting to the demands of the Merdeka Curriculum, particularly in implementing authentic and holistic assessment models that comprehensively measure cognitive, affective, and psychomotor competencies.

The most significant concern emerging from the process evaluation was the suboptimal implementation of performance-based assessment methods. Although the Merdeka Curriculum encourages authentic assessment practices—such as observation of skill demonstrations, peer assessments, and reflective journals—many schools still predominantly employ conventional written tests to assess student achievement. This tendency limits the validity of assessment results in the PJOK domain, where physical performance and character-building processes are as important as theoretical knowledge acquisition. These findings echo the arguments presented by Wicaksono, Pradana, and Nurfauzi (2020), who emphasized that meaningful assessment in physical education must prioritize direct observation and practical performance metrics over written examinations.

Evaluation Study of Physical Education, Sports, and Health (Pjok) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

The product evaluation produced a mean score of 3.28, classified as very good. This result reflects the attainment of intended learning outcomes in PJOK, marked by improvements in students' physical fitness, motor skills proficiency, knowledge of health and sports concepts, and character development. These achievements affirm the positive contributions of physical education to the comprehensive development of students, as suggested by previous studies including those by Wicaksono et al. (2020) and Sudrajat et al. (2023). However, qualitative feedback indicated that some schools still prioritize cognitive achievement reporting in final learning evaluations, thereby marginalizing the assessment of psychomotor and affective domains. Rectifying this imbalance is essential to fulfilling the holistic educational objectives envisioned by the Merdeka Curriculum.

Overall, this research validates the relevance and practicality of employing the CIPP evaluation model in assessing the implementation of PJOK learning programs, particularly during periods of curriculum transition. The CIPP model's structured and systematic approach enables comprehensive examination of program components from the contextual foundation to outcome achievement, offering rich evaluative insights that are valuable for policy refinements and instructional improvements. The study confirms conclusions by Stufflebeam and Zhang (2017) and Aziz, Nasir, and Yusuf (2018) regarding the utility of CIPP in promoting evidence-based educational reforms.

Despite the contributions of this study, several limitations must be acknowledged. The cross-sectional nature of the research limits the ability to track longitudinal changes in program effectiveness over time. Furthermore, data collection predominantly involved school-based perspectives, while broader stakeholder views—including those from students, parents, and education policymakers—were not extensively captured. Future research should therefore adopt mixed-method longitudinal designs and incorporate multi-stakeholder perspectives to deepen the validity and generalizability of findings, as recommended by Widiensyah et al. (2025).

This study ultimately reinforces the strategic importance of systematic program evaluation in supporting the successful implementation of the Merdeka Curriculum, particularly in competency-based subjects such as PJOK. It also highlights the continuing challenges that must be addressed to fully realize the curriculum's ideals of nurturing physically fit, independent, critical-thinking, and morally grounded learners aligned with the Profil Pelajar Pancasila competencies.

CONCLUSIONS

Based on the research findings and analysis, several conclusions can be drawn: The implementation of PJOK learning within the Merdeka Curriculum framework in public senior high schools in Sleman Regency has been categorized as good, with an overall mean score of 3.20. In terms of context, the schools' vision, mission, and curriculum planning documents have been well-adjusted to the Merdeka Curriculum directives and Profil Pelajar Pancasila, supporting the achievement of the intended educational goals. The input component showed that while teacher qualifications, leadership, and instructional resources were satisfactory, improvements are still needed in infrastructure and parental involvement to enhance learning support systems. The process of implementing PJOK learning has proceeded effectively using various instructional strategies. However, assessment practices remain a key area for improvement, especially in integrating authentic and performance-based assessment methods that align with the Merdeka Curriculum philosophy. In terms of product, learning outcomes have met the expected targets in student fitness, skills, and cognitive achievements, though the assessment model requires refinement to measure holistic competencies. This research reaffirms the relevance of the CIPP evaluation model as a practical framework for educational program evaluation under curriculum reforms. The model's comprehensive and systematic approach can inform continuous quality improvement efforts in physical education learning management. It is recommended that future research expands on this study by involving qualitative data from students, teachers, and parents, and by conducting longitudinal assessments to measure the long-term impact of PJOK learning under the Merdeka Curriculum.

REFERENCES

- 1) Abdi, H., Ja'fari, S. E. M., Nili, M. R., & Rajaeipour, S. (2018). Missions of future curricula for realizing the visions of Iranian higher education on the horizon, 2025. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2018(77), 145–162.
- 2) Abdurashidova, N. A. (2022). Why blended learning: The meaning of BL for teachers. *Theoretical & Applied Science Учредители: Теоретическая и прикладная наука*, (2), 136–139.
- 3) Adnan, A. (2017). *Evaluasi kurikulum pendidikan*. Prenadamedia Group.
- 4) Aini, N. (2023). Pengembangan kurikulum merdeka berbasis proyek penguatan profil pelajar Pancasila di sekolah dasar. *Jurnal Basicedu*, 7(3), 997–1007. <https://doi.org/10.31004/basicedu.v7i3.4274>

Evaluation Study of Physical Education, Sports, and Health (Pjok) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

- 5) Aji, K., Purnamaningsih, I. R., & Dimyati, A. (2023). Analisis hasil prestasi belajar siswa pada pembelajaran PJOK dengan Kurikulum Merdeka di SMKN 1 Jayakarta. *Riyadhoh: Jurnal Pendidikan Olahraga*, 6(1), 109–117.
- 6) Akabaruddin, A., Salasiah, S., & Syarifuddin, S. (2025). The effect of physical education learning on academic performance and psychosocial well-being of students. *International Journal of Multicultural and Multireligious Understanding*, 12(1), 56–67. <https://doi.org/10.18415/ijmmu.v12i1.5330>
- 7) Aslan, M., & Uygun, N. (2019). Evaluation of preschool curriculum by Stufflebeam's context, input, process and product (CIPP) evaluation model. *Education & Science/Egitim ve Bilim*, 44(200).
- 8) Astutik, N. W. W., Dimyati, Setiawan, C., & Hartanto, A. (2024). Warming up through games in physical education learning. Can it increase students' learning motivation and cooperation? *Fizjoterapia Polska*, 23(5), 52–56.
- 9) Ayundasari, L. (2022). Implementasi pendekatan multidimensional dalam pembelajaran sejarah Kurikulum Merdeka. *Sejarah dan Budaya: Jurnal Sejarah, Budaya, dan Pengajarannya*, 16(1), 225–234.
- 10) Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP model for quality evaluation at school level: A case study. *Journal of Education and Educational Development*, 5(1), 189–206.
- 11) Aziz, M. Z., & Wicaksana, A. I. (2024). Evaluasi pelaksanaan pembelajaran Kurikulum Merdeka pada mata pelajaran PJOK di Sekolah Dasar Banjardowo 1 Kabupaten Jombang. *Bima Loka: Journal of Physical Education*, 4(2), 97–106.
- 12) Bangkara, A., Muslih, M., & Permana, R. (2022). Implementasi kurikulum merdeka belajar dalam pendidikan agama Islam di sekolah dasar. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), 199–206. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).10388](https://doi.org/10.25299/al-thariqah.2022.vol7(2).10388)
- 13) Barlian, U. C., & Solekah, S. (2022). Implementasi Kurikulum Merdeka dalam meningkatkan mutu pendidikan. *JOEL: Journal of Educational and Language Research*, 1(12), 2105–2118.
- 14) Canli, A., Demir, A., & Kurnaz, A. (2024). Physical education and academic achievement in high school students: A meta-analysis study. *Journal of Physical Education and Sport Sciences*, 18(1), 197–213. <https://doi.org/10.33469/jpehs.2385452>
- 15) Coimbra, D., Martins, F., & Resende, R. (2021). The importance of physical education in the holistic development of students: A systematic review. *Journal of Physical Education and Health*, 10(2), 15–24. <https://doi.org/10.5281/zenodo.5297491>
- 16) Erdogan, M., & Made, S. (2021). Evaluasi pendidikan model CIPP pada program pelatihan guru olahraga. *Jurnal Evaluasi Pendidikan*, 12(2), 78–89. <https://doi.org/10.23917/jep.v12i2.11553>
- 17) Firdausiyah, A., & Akhmadi, A. (2021). Kurikulum merdeka belajar: Solusi alternatif pemulihan pembelajaran di masa pandemi COVID-19. *Jurnal Pendidikan Islam*, 6(1), 87–103. <https://doi.org/10.21043/ji.v6i1.10701>
- 18) Gilbert, J., Thomas, A., & Leary, S. (2023). The impact of physical activity on cognitive function in adolescents: A systematic review. *Pediatric Exercise Science*, 35(1), 44–59. <https://doi.org/10.1123/pes.2022-0008>
- 19) Hafidz, A., Wulandari, A., & Mulyadi, R. (2024). Evaluasi model CIPP dalam implementasi kurikulum merdeka di sekolah dasar. *Jurnal Manajemen Pendidikan*, 6(1), 850–863. <https://doi.org/10.26740/jmp.v6n1.p850-863>
- 20) Hartikanaen, J., Raharja, S., & Nuraeni, N. (2019). Analisis implementasi kurikulum 2013 pada mata pelajaran PJOK. *Jurnal Pendidikan Olahraga Indonesia*, 15(2), 272–285. <https://doi.org/10.21831/jpoi.v15i2.29765>
- 21) Incernizzi, D., Ricciardi, R., & Lombardo, M. (2019). The role of physical education in promoting healthy lifestyles: A systematic review. *Journal of Human Sport and Exercise*, 14(2), 401–417. <https://doi.org/10.14198/jhse.2019.142.12>
- 22) Kemendikbudristek. (2022). Panduan pengembangan kurikulum operasional satuan pendidikan jenjang pendidikan dasar dan menengah. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- 23) Manalu, D. B., Afdal, A., & Hidayat, R. (2022). The implementation of the independent curriculum in remote areas. *Jurnal Pendidikan*, 23(1), 78–85. <https://doi.org/10.24036/jp.v23i1.11829>
- 24) Mustofa, A., & Setiyono, A. (2023). Kurikulum merdeka belajar berbasis proyek sebagai penguatan karakter pelajar Pancasila. *Jurnal Pendidikan Karakter*, 13(1), 343–359. <https://doi.org/10.21831/jpk.v13i1.56938>
- 25) Nugraha, R. (2022). Implementasi kurikulum merdeka belajar: Studi evaluatif pada sekolah penggerak. *Jurnal Pendidikan Indonesia*, 11(2), 249–259. <https://doi.org/10.23887/jpi-undiksha.v11i2.41152>
- 26) Razouki, S., Abbas, K., & Ahmed, Z. (2021). The effects of physical education on cognitive performance and health among adolescents. *Journal of Sports Medicine and Physical Fitness*, 61(2), 200–209. <https://doi.org/10.23736/S0022-4707.21.11223-5>
- 27) Safri, M., Putra, A., & Mulyana, E. (2022). Dampak implementasi kurikulum merdeka terhadap peningkatan mutu pendidikan di Indonesia. *Jurnal Penelitian Pendidikan Indonesia*, 8(3), 495–510. <https://doi.org/10.29407/jppi.v8i3.17549>

Evaluation Study of Physical Education, Sports, and Health (Pjok) Learning in the Merdeka Curriculum at Public Senior High Schools in Sleman Regency

- 28) Simanjuntak, F., Saragih, B., & Rahmadhani, T. (2024). Evaluasi implementasi kurikulum merdeka pada pembelajaran PJOK di SMAN dan SMKN Kecamatan Driyorejo. *Jurnal Pendidikan Olahraga*, 19(1), 58–70. <https://doi.org/10.21831/jpo.v19i1.59615>
- 29) Sridadi, A., Nugraha, R., & Sugiyono, S. (2020). Perkembangan sistem pendidikan Indonesia. *Jurnal Ilmu Pendidikan*, 26(1), 26–33. <https://doi.org/10.17977/um048v26i1p26-33>
- 30) Sudrajat, R., Kurniawan, D., & Setiawan, H. (2023). Kendala implementasi kurikulum merdeka dalam pembelajaran PJOK. *Jurnal Pendidikan Kesehatan Olahraga*, 19(2), 106–116. <https://doi.org/10.21831/jpko.v19i2.55999>
- 31) Sultan, M., Halim, H., & Rahman, S. (2022). Evaluasi pelaksanaan kurikulum merdeka di SMA negeri. *Jurnal Pendidikan Olahraga*, 18(2), 150–163. <https://doi.org/10.21831/jpo.v18i2.53207>
- 32) Wicaksono, A., Pradana, R., & Nurfauzi, R. (2020). Evaluasi program pembelajaran PJOK di sekolah dasar. *Jurnal Pendidikan Olahraga Indonesia*, 16(1), 1–13. <https://doi.org/10.21831/jpoi.v16i1.30821>
- 33) Widiensyah, E., Ismail, A., & Komari, A. (2025). Evaluasi pelaksanaan Kurikulum Merdeka: Studi kasus pada sekolah penggerak di Jawa Barat. *Jurnal Keolahragaan Indonesia*, 19(1), 11–23.



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.