



PJOK Teachers' Perceptions of The Independent Curriculum in The Primary School of Wahidin Sudirohusodo Kec. Batang

Depo Dana Pamungkas¹, M. Riski Adi Wijaya², Gilang Nuari Panggraita³, Jamaludin Yusuf⁴

^{1,2,3,4} Program Studi Pendidikan Jasmani/IlmU Kesehatan, Universitas Muhammadiyah Pekajangan Pekalongan, Jawa Tengah, Indonesia

Abstract

This research aims to describe the perceptions of PJOK teachers towards the independent curriculum in elementary schools in the Wahidin Sudirohusodo Cluster, Batang District. This type of research is descriptive qualitative. The subject of this research was the PJOK teacher of the Wahidin Sudirohusodo group, Batang District. Data collection techniques are carried out through interviews, observation and documentation. The data analysis technique was carried out descriptively qualitatively by collecting data, reducing data, presenting data and withdrawing data. The results of the research show that PJOK Teachers' Perceptions of the Merdeka Curriculum in SE-Gugugus Wahidin Sudirohusodo Elementary School, Batang District, namely a curriculum whose learning is freed up or modified according to the needs of students, which has 2 distinctive characteristics, namely Differentiated Learning and the Project for Strengthening the Pancasila Student Profile or P5, aims to to develop students' potential and interest in learning, students have the freedom to think and express themselves, teachers teach according to the students' stage of achievement and development. The socialization of the independent curriculum in the form of bintek was felt to be less effective because the delivery time was too short and the material was very complex. There are 4 things in independent curriculum learning planning, namely the first is understanding learning outcomes, the second is formulating learning objectives, the third is arranging the flow of learning objectives, the fourth is designing learning. After these four things are done, the teacher creates a learning module. The implementation of independent curriculum learning focuses on essential material, developing student competencies in each phase. using a differentiation approach, and implementing P5. Evaluation of independent curriculum learning is by carrying out 3 evaluations, namely diagnostic, formative and summative. The way teachers adapt the two curricula in schools is to plan, implement and evaluate 2 curricula. The difficulties faced by the PJOK SE-Gugugus teacher Wahidin Sudirohusodo in implementing the independent curriculum in the Batang District Elementary School, namely the absence of PJOK independent curriculum package books as a learning resource for children, limited classroom space, lack of laboratory or library facilities, teachers still have experience with independence. low learning, limited references, uneven access to learning, time management, teachers lacking mastery of the material presented, programs that have not been achieved and inadequate facilities.

Keywords: PJOK Teachers, Independent Curriculum, Differentiation

Correspondence author: Depo Dana Pamungkas, Universitas Muhammadiyah Pekajangan Pekalongan, Jawa Tengah, Indonesia
Email: depopamungkas95@gmail.com



Jurnal Pendidikan Jasmani (JPJ) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

The development of education in Indonesia cannot be separated from curriculum renewal, in each certain period the curriculum always undergoes an evaluation process. In fact, quite a few people think that the curriculum changes along with changes in policy makers. As a country that continues to innovate in curriculum development, Indonesia has experienced at least more than ten changes since the beginning of independence. In the course of history from 1945 to 2020, ten national education curricula have undergone changes, namely the 1947 Curriculum (Lesson Plan Curriculum), Curriculum 1952 (Decomposed Lesson Plan Curriculum), 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum and 1999 curriculum supplement, 2004 Curriculum, 2006 Curriculum, and 2013 Curriculum.

The curriculum has a role as a guide in the implementation of education in the field which is dynamic in nature as a form of improving the quality of education. The curriculum is not something that is one time. In this case the curriculum must be flexible and dynamic. This is because improving the curriculum is one of the steps that must be taken to realize improvements in the quality of education in line with current developments. This is what makes the curriculum in Indonesia experience changes. The most recent change to the Curriculum in Indonesia at the moment is the Independent Curriculum (Astri et al., 2021).

The Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential material and developing the character and competencies of students. The main characteristics of this curriculum that support learning recovery are project-based learning for the development of soft skills and character according to the Pancasila student profile, focusing on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy. (Barlian et al., 2022).

The concept of independent learning is actually in line with physical literacy in physical education, namely making students aware of their physical condition in order to maintain the health of their respective bodies which is done safely according to the knowledge learned in physical education at school. Therefore, physical education learning needs to be designed so that students are automatically motivated and happy to be active in sports, equipped with a correct theoretical understanding (Mustafa, 2021: 156).

Based on the background description above, the researcher has a desire to find out the perceptions of Elementary School Physical Education, Sports and Health (PJOK) Teachers

towards the Independent Curriculum. So researchers are interested in conducting research entitled "PJOK Teachers' Perceptions of the Independent Curriculum in Elementary Schools in the Wahidin Sudirohusodo District of Batang

METHOD

This type of research is descriptive qualitative because it only describes or describes the PJOK Teacher's Perception of the Independent Curriculum in the SE-Gugugus Wahidin Sudirohusodo Elementary School, Batang District

This type of research is descriptive qualitative research because it only describes or describes the difficulties experienced by PJOK teachers in implementing the Merdeka Curriculum in Batang District Elementary Schools.

RESULTS AND DISCUSSION

Result

This research is a descriptive study, so it can be interpreted that the research subjects are described according to the data obtained. This research is described based on observations and the level of agreement of PJOK teachers with statement items in interviews given by researchers.

Discussion

From the explanation above, it can be concluded that the independent curriculum according to the PJOK SE-gugus teacher Wahidin Sudirohusodo, Batang District, is a curriculum whose learning is freed up or modified according to the needs of students, a curriculum which has 2 distinctive characteristics, namely Differentiated Learning and the Project for Strengthening the Pancasila Student Profile or P5, aimed at to develop students' potential and interest in learning, students have the freedom to think and express themselves, teachers teach according to the students' stage of achievement and development. This is in accordance with the opinion of Gilang Nuari Panggraita (2023) that traditional games can increase attitudes of cooperation and solidarity between students. Traditional games can also increase students' happiness in accordance with the opinion of Idah Tresnowati (2023) that children are happy and active when playing with long dragon snakes, and a cheerful atmosphere is created in the classroom. Traditional games are one of Indonesian cultures that need to be promoted to maintain national identity. This is in accordance with the opinion of Lukman Alfaris (2023) that maintaining national identity in the era of

globalization through Pancasila and Citizenship Education, using the Indonesian language, loving the country's products, utilizing digital flows to promote Indonesian culture.

CONCLUSION

PJOK Teachers' Perceptions of the Independent Curriculum in SE-Gugugus Wahidin Sudirohusodo Elementary School, Batang District. According to PJOK SE-gugus Teacher Wahidin Sudirohusodo, Batang District, the Independent Curriculum is a curriculum in which learning is freed up or modified according to the needs of students, which has 2 distinctive characteristics, namely Differentiated Learning and the Project for Strengthening the Pancasila Student Profile or P5, aims to develop students' potential and interest in learning, Students have the freedom to think and express themselves, teachers teach according to the students' stage of achievement and development. The socialization of the independent curriculum in the form of technical guidance was felt to be less effective because the delivery time was too short and the material was very complex.

There are 4 things in independent curriculum learning planning, namely the first is understanding learning outcomes, the second is formulating learning objectives, the third is arranging the flow of learning objectives, the fourth is designing learning. After these four things are done, the teacher creates a learning module. The implementation of independent curriculum learning focuses on essential material, developing student competencies in each phase. using a differentiation approach, and implementing P5. Evaluation of independent curriculum learning is by carrying out 3 evaluations, namely diagnostic, formative and summative. The way teachers adapt two curricula at school is planning, implementing and evaluating 2 curricula.

ACKNOWLEDGMENT

Thanks to Wahidin Sudirohusodo Elementary School, Batang District, which supported this research.

REFERENCES

- Astri, A., Harjono, A., Jaelani, A. K., & Karma, I. N. (2021). Analysis of Teacher Difficulties in Implementing the 2013 Curriculum in Elementary Schools. *Elementary Education Plan*, 1(3), 175–182.
- Azizah, S. (2014). *Character Curriculum*. Cet. I: Alauddin University Press

- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementation of the Independent Curriculum in Improving the Quality of Education. *Journal of Educational and Language Research*, 1(12), 1–52. <https://doi.org/10.21608/pshj.2022.25.0026>
- Directorate of Primary Schools. Independent Curriculum. <https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>
- Djamarah, S.B. (2010). *Teachers & Students in Educational Interaction*. Jakarta: Rineka Cipta.
- Komarudin. (2014). Increasing the emotional intelligence of teenage students through physical education and sports at school. *Indonesian Journal of Physical Education*. Vol. 10, no. 1. Yogyakarta: FIK UNY
- Mustafa, P. S. (2021). Freedom to Learn in Physical Education Learning Design in Indonesia. *JARTIKA Journal of Educational Technology and Innovation Research*.
- Prastawa, F.R., & Sismadiyanto. (2013). Perceptions of State High School Physical Education Teachers in Yogyakarta City Regarding Affective Domain Assessment. *Indonesian Journal of Physical Education Volume 9*. Yogyakarta: FIK UNY.
- Rosdiani, D. (2013). *Learning Planning in Physical and Health Education*. Bandung: Alfabeta.
- Rubiyo, Rubino. 2009. *Educational Research Methods*. Surakarta: PGSD FKIP Study Program, Muhammadiyah University of Surakarta.
- Rusman. 2012. *Learning Models for Developing Teacher Professionalism*, Second Edition. Jakarta: PT RajaGrafindo Persada.
- Sagala, S. (2009). *Professional Abilities of Teachers and Education Personnel*. Bandung: Alfabeta.
- Shah, Muhibbin. 2010. *Educational Psychology*. Bandung: PT Pemuda Rosdakarya Widodo, Ari et al. 2008. *Science education in elementary school*. Bandung: UPI PRESS.
- Siswoyo, D., et al. (2008). *Introduction to Environmental Psychology*. Yogyakarta: Ahmad Dahlan University Publishing Institute.
- Sugiono. 2012. *Educational Research Methods Quantitative, Qualitative and R&D Approaches*. Bandung: Alfabeta.
- Sukintaka. (2004). *Learning Philosophy, and the Future of Physical Education Theory*. Bandung: Nuance.
- Sukmadinata, Nana Syaodih. 2009. *Educational Research Methods*. Bandung: PT Teen Rosdakarya
- Utami, N.S., & Nopembri, S. (2011). High School Physical Education Teachers' Views on the Implementation of the Teaching Games For Understanding Learning Model. *Indonesian Journal of Physical Education Volume 8*. Yogyakarta: FIK UNY.