



Integration of Physical Education in the Merdeka Curriculum: A Literature Review on Holistic Approaches and Strengthening the Pancasila Student Profile

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Abstract

Physical education plays a strategic role in shaping the character, health, and social skills of students. In the context of implementing the Merdeka Curriculum, physical education not only functions as a physical activity but also as a means of developing the values of the Pancasila Student Profile, such as mutual cooperation, independence, and integrity. This article is a systematic literature review that aims to analyze the integration of physical education in the Merdeka Curriculum through a holistic approach. This study examines various national and international publications that discuss the relationship between physical education, character development, and curriculum innovation. The results of the review show that the application of a holistic approach in physical education can strengthen the cognitive, affective, and psychomotor dimensions of students in a balanced manner. In addition, physical education designed in accordance with the principles of the Merdeka Curriculum has the potential to increase learning motivation, awareness of healthy living, and collaboration among students. However, challenges are still found in the aspects of teacher competence, facilities, and authentic assessment. This study emphasizes the importance of synergy between curriculum policy, pedagogical innovation, and teacher training to achieve physical education goals that are in line with the values of the Pancasila Student Profile.

Keywords: *Physical Education, Independent Curriculum, Holistic Approach, Pancasila Student Profile, Character Development*

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INTRODUCTION

Physical education is an integral part of the national education system that plays an important role in shaping the character, health, and social competence of students. Through planned and systematic physical activities, physical education not only promotes physical fitness, but also develops moral values, responsibility, and cooperation that support the formation of well-rounded Indonesian citizens. (Purwanto, J., & Yuliawan, 2025).

In the context of educational policy changes, the implementation of the Merdeka Curriculum provides more space for students to develop their potential through student-centered, project-based learning that emphasizes the Pancasila student profile. (Mulyasari et al., 2025). This curriculum requires the integration of various aspects of learning, including

physical education, into a holistic approach that focuses not only on physical abilities, but also on character development and movement literacy.

According to (Yulianto, 2024), The Merdeka Curriculum approach is in line with Ki Hajar Dewantara's educational philosophy, which places students as the main subjects in the learning process. In physical education, this means that sports activities should be a means of character building and independence, not just physical skill training. A literature review by (Yulianto, 2024) emphasizes that effective PJOK learning methods are those that can foster discipline in learning, a sense of responsibility, and awareness of the importance of physical and mental health.

Furthermore, physical education also plays a role in strengthening the Pancasila Student Profile, particularly in the dimensions of mutual cooperation, independence, and critical thinking. (Bustari & Putri, 2024) highlighting that the implementation of the Merdeka Curriculum in schools requires teachers to be prepared to manage contextual and meaningful project-based learning. This is reinforced by (Amanda et al., 2024), who found that differentiated learning models in physical education help students reach their maximum potential according to their individual learning styles.

In addition, a study by (Fradito et al., 2025) shows that the direction of national education policy increasingly emphasizes improving the quality of learning through curriculum flexibility and school autonomy. In the context of physical education, this flexibility opens up opportunities for teachers to develop programs that are more relevant to local needs and the characteristics of students. However, research by (Elvinasafira, 2025) It should be noted that the integration of physical education in the Merdeka Curriculum must also take into account social-emotional learning so that the balance between cognitive and affective aspects is maintained.

Thus, this literature review aims to analyze how physical education can be holistically integrated into the Merdeka Curriculum, and how this approach can strengthen the values of the Pancasila Student Profile. This research is important to provide conceptual understanding for teachers, policymakers, and researchers in developing character-based, contextual, and holistic student development-oriented physical education learning.

The implementation of physical education in the context of the Merdeka Curriculum in the field still faces various complex problems. Based on the results of a number of studies and empirical reports, it was found that most physical education teachers do not fully understand the concept and philosophy of the Merdeka Curriculum, which emphasizes holistic learning and character building. As a result, the learning process in the classroom and in the field still

tends to be oriented towards physical activities alone, without being balanced with the development of Pancasila Student Profile values such as mutual cooperation, independence, and integrity. (Purwanto, J., & Yuliawan, 2025).

Another issue that arises relates to teachers' pedagogical competence. Many PJOK teachers have not received adequate training to integrate a holistic approach into their teaching. Some teachers still use conventional methods that emphasize motor skills, while affective and socio-emotional aspects receive less attention (Murjani, 2025). This situation is exacerbated by the limited availability of sports facilities in schools, especially in rural areas, which hinders the implementation of project-based learning activities as recommended in the Merdeka Curriculum (Bustari & Putri, 2024).

In addition to issues of competence and facilities, students' perceptions of physical education also pose a challenge. Many students view this subject as merely a recreational activity, rather than an important part of character development and ongoing physical fitness. This shows that the internalization of physical education values has not been optimal. (Amanda et al., 2024). This lack of awareness is often caused by the lack of integration of contextual and reflective learning approaches in students' daily activities.

On the other hand, school management support and education policies regarding the implementation of the Merdeka Curriculum in physical education are still limited. Research results (Fradito et al., 2025) shows that not all schools have internal policies that support teacher flexibility and innovation in designing project-based learning activities in physical education. Teachers often face administrative pressures and time constraints that cause the focus of learning to be divided between academic demands and student character development.

The next issue relates to the learning assessment system. In practice, some teachers still apply traditional evaluation systems that focus on physical abilities and sports skills, while aspects such as values, attitudes, and self-reflection are not yet measured systematically (Mulyasari et al., 2025). This situation indicates a lack of alignment between the principles of the Merdeka Curriculum, which emphasizes authentic learning, and the evaluation practices applied in the field.

Students' social-emotional problems are also a concern in the implementation of physical education. Based on studies (Elvinasafira, 2025), Many teachers are still unable to integrate social-emotional learning into sports activities, even though this aspect is very important in building empathy, self-control, and healthy social relationships. Teachers' unpreparedness in managing group dynamics during physical learning often causes minor conflicts between students, which should be used as momentum for character building.

Overall, problems in the field show that the integration of physical education into the Merdeka Curriculum has not been optimal. Obstacles arise from various aspects, ranging from teachers' conceptual understanding, availability of facilities, school policy support, to assessment methods that do not fully reflect holistic values. Therefore, continuous efforts are needed in the form of teacher training, strengthening school policies, and developing innovative learning models that can combine physical activities, character building, and strengthening the Pancasila Student Profile.

Based on the results of literature reviews and empirical conditions in the field, it can be seen that the implementation of physical education in the context of the Merdeka Curriculum still faces a number of complex problems. The integration of physical activity, character building, and the values of the Pancasila Student Profile has not been fully realized in an optimal manner. This shows that the holistic approach, which is the main foundation of the Merdeka Curriculum, has not been consistently applied in physical education learning. Many teachers still focus on motor skills without paying attention to the affective and socio-emotional aspects of students, so that the goal of physical education as a means of character building has not been fully achieved. Based on these issues, this study was formulated to understand how physical education integration is applied in the Merdeka Curriculum, how a holistic approach can support the strengthening of the Pancasila Student Profile, and what obstacles and challenges arise in its implementation in the field.

This study aims to systematically and thoroughly analyze various research results related to the integration of physical education in the Merdeka Curriculum. Through the Systematic Literature Review method, this study attempts to describe the extent to which a holistic approach is applied in the physical education learning process and how it contributes to shaping students' character in accordance with the values of the Pancasila Student Profile. In addition, this study also aims to identify effective learning strategies, the role of teachers in the implementation of the new curriculum, and factors that influence the successful implementation of the Merdeka Curriculum in the field of physical education. Thus, this study is expected to provide conceptual and empirical understanding of the direction of physical education development in line with the national education paradigm that emphasizes learning independence, learning differentiation, and character building.

The results of this study are expected to provide both theoretical and practical benefits. Theoretically, this study contributes to enriching scientific knowledge in the field of physical education and curriculum policy through the preparation of a scientific synthesis that explains the relationship between a holistic approach, active learning, and character building in the

Merdeka Curriculum. The findings from the various literature reviewed are expected to serve as a basis for the development of a more contextual physical education learning theory oriented towards the values of Pancasila.

In practical terms, the results of this study are expected to help teachers, principals, and policymakers understand the challenges and opportunities that arise in the implementation of physical education based on the Merdeka Curriculum. Teachers can use the results of this study as a reference in developing learning models that integrate physical activity with character building and reflection on moral values. For schools and policymakers, the results of this study can be used as a basis for designing teacher professional development programs, providing adequate learning facilities, and implementing a more authentic assessment system in line with the spirit of the Merdeka Curriculum.

This research was conducted due to the urgent need to understand and strengthen the role of physical education in the implementation of the Merdeka Curriculum, which is currently the direction of national education policy. The Merdeka Curriculum demands a paradigm shift in learning from merely transferring knowledge to a process of developing the overall competencies and character of students. In this context, physical education has great potential to be a means of character building through physical activities that have educational and social value. However, various studies show that the integration of character values and a holistic approach in physical education is still not optimal (Purwanto, J., & Yuliawan, 2025); (Mulyasari et al., 2025); (Yulianto, 2024).

In addition, there is a gap between the policy concepts outlined in the curriculum document and their implementation in the field. Many physical education teachers do not fully understand the philosophy of the Merdeka Curriculum, so its implementation has not been able to create contextual and student-centered learning. This situation is exacerbated by limited facilities, a lack of professional training, and an evaluation system that is still oriented solely toward physical results. Therefore, this study was conducted to provide a scientific mapping of the extent to which physical education has been integrated into the Merdeka Curriculum, while also offering a conceptual perspective that can be used as a reference in policy development, teacher training, and learning models oriented towards the formation of the Pancasila Student Profile.

METHOD

This study uses a qualitative approach with the Systematic Literature Review (SLR) method. This approach was chosen to obtain a comprehensive understanding of the integration of physical education in the Merdeka Curriculum based on empirical and conceptual findings from various previous studies. The SLR method was used because it is considered capable of identifying patterns, gaps, and directions for research development in the field of physical education and curriculum (Murjani, 2025); (Fradito et al., 2025).

The review process was conducted systematically through the stages of identification, selection, evaluation, and synthesis of relevant articles. This study focused on scientific papers published between 2020 and 2025, in line with the implementation period of the Merdeka Curriculum in Indonesia.

Research Location and Time

This research was conducted online through access to various credible national and international journal databases, such as Google Scholar, DOAJ, Garuda Ristekbrin, and CrossRef. Data collection was carried out from July to September 2025, with articles searched using the keywords “physical education,” “Merdeka Curriculum,” “holistic approach,” and “Pancasila Student Profile.”

The research population consists of all scientific publications discussing physical education and curriculum in Indonesia and abroad in the period 2020–2025. From this population, 13 scientific articles that met the inclusion criteria were obtained. These articles were selected based on topic relevance, full-text accessibility, and methodological quality.

The selection of articles emphasized a balance between national and international sources in order to obtain a broad view of the implementation of physical education in the context of modern curricula.

The sampling technique used was purposive sampling, which is the deliberate selection of articles based on their relevance to the research focus. Articles that were not directly relevant to physical education or did not contain elements of the Merdeka curriculum were excluded from the analysis.

The inclusion criteria were as follows:

1. Scientific articles published in reputable or accredited journals.
2. Reviewing physical education in the context of curriculum or learning.
3. Having empirical data or conceptual analysis that supports the integration of character values and the Pancasila student profile.

Research data was obtained by extracting information from selected articles. This process included collecting data on the research objectives, approaches used, main findings, and their relevance to the integration of physical education in the Merdeka Curriculum.

Each article was manually coded to identify key themes such as:

- Learning innovations in physical education,
- Strengthening student character,
- Holistic approaches to learning, and
- The role of teachers in implementing the Merdeka Curriculum.

The data measurement process was conducted using descriptive qualitative methods, taking into account the reliability of sources and the interrelationships between concepts.

Data was analyzed using thematic analysis to identify patterns and relationships between findings. The analysis was conducted in three stages, namely:

1. Data reduction, by sorting relevant information and eliminating irrelevant information.
2. Data presentation, by compiling tables or matrices comparing previous research findings.
3. Drawing conclusions by integrating the findings into a conceptual synthesis of the relationship between physical education, holistic approaches, and the Merdeka Curriculum.

This approach allows the research results to provide a comprehensive picture of the contribution of physical education to the formation of the Pancasila Student Profile through adaptive and contextual curriculum design.

RESULTS AND DISCUSSION

Result

Based on the results of a systematic review of thirteen scientific articles discussing the integration of physical education, the Merdeka Curriculum, and the strengthening of student character, it was found that the implementation of physical education in the Merdeka Curriculum shows a positive trend towards more student-centered learning and is oriented towards strengthening the Pancasila Student Profile. However, implementation in the field still faces various obstacles, particularly in terms of teacher understanding, limited facilities, and difficulties in translating the concept of a holistic approach into learning practices.

The findings of this study are also in line with the results of a study conducted by (Umam, M.S., MurHandayani, M., 2022) in the article “The Application of the Independent Learning Curriculum in Physical Education: A Literature Review” from Makassar State University. The study confirms that the Merdeka Curriculum provides space for physical education teachers to be more creative and adaptive in designing student-centered learning.

Through a flexible and contextual approach, teachers can integrate character values such as discipline, cooperation, sportsmanship, and responsibility into daily physical activities.

Syafruddin and his colleagues' research also highlights that the successful implementation of the Merdeka Curriculum in physical education is greatly influenced by teachers' competence in understanding the philosophy of independent learning, as well as their ability to develop learning models that are tailored to the needs and potential of students. This is in line with the findings of this study, which show that without a deep understanding and pedagogical readiness on the part of teachers, the implementation of a holistic approach and the strengthening of the Pancasila Student Profile cannot be optimized.

Thus, both the results of this study and the findings of Syafruddin et al. emphasize that physical education has a strategic role in realizing the objectives of the Merdeka Curriculum, namely to produce students who are not only physically capable but also excel in character, social-emotional skills, and national values.

In general, the reviewed studies highlight three main aspects that are the focus of discussion, namely: (1) Integration of character values and dimensions of the Pancasila Student Profile into physical learning activities; (2) The application of a holistic approach and differentiated learning in the context of the Merdeka Curriculum; and (3) Implementation barriers in the field, including teacher readiness, infrastructure, and evaluation systems. The following table presents the results of a comparative synthesis of the thirteen articles analyzed:

Table 1. Synthesis of Research Results from a Literature Review of Physical Education and the Merdeka Curriculum

No	Author & Year	Focus of Study	Method	Temuan Utama	Main Findings	Relevance to This Study
1	(Purwanto, J., & Yuliawan, 2025)	Integration of character values in elementary school physical education	Literatur review	Physical education has the potential to instill values of responsibility, discipline, and cooperation.	Reinforcing the argument for the importance of character integration in physical education.	
2	(Mulyasari et al., 2025)	Implementation of the Merdeka Curriculum in Elementary Schools	Systematic review	Teachers still do not fully understand the philosophy of independent learning.	Demonstrating the need for PJOK teacher training in the Merdeka Curriculum.	
3	(Yulianto, 2024)	Positive discipline according to Ki Hajar Dewantara	Philosophical study	Positive discipline builds independent and ethical character.	Forming the basis of the philosophy of character building in PJOK.	
4	(Nugroho, U, 2024)	Environmental education in elementary schools	Literature review	Contextual learning effectively improves	Relevant to project-based PJOK in the	

				students' character awareness.	Merdeka Curriculum.
5	(Wijono et al., 2025)	Educational innovation & school leadership	Literature review	Collaborative leadership strengthens the implementation of the new curriculum.	Supporting collaboration among physical education teachers in curriculum development.
6	(Murjani, 2025)	Effective PJOK learning methods	Systematic review	Discipline-based learning methods increase student motivation.	Providing relevant pedagogical models for a holistic approach.
7	(Fradito et al., 2025)	National education policy direction	Literature review	Policies should support the quality of learning and school autonomy.	Serving as the structural basis for the integration of PJOK into the Merdeka Curriculum policy.
8	(Bustari & Putri, 2024)	Opportunities and challenges of the Merdeka Curriculum	Field study	Differences in adaptation between schools lead to disparities in learning outcomes.	Describing the challenges of implementing PJOK evenly.
9	(Amanda et al., 2024)	Differentiated learning in physical education	Literature review	Differentiation can increase student engagement in physical activities.	Strengthening the concept of independent learning based on student potential.
10	(Latifah et al., 2024)	Transformational leadership in the era of the Independent Curriculum	Literature review	Effective leadership has an impact on an adaptive school culture.	Relevant to the successful implementation of collaborative PJOK.
11	(Kinanti, 2025)	Board games as a learning tool	Media development	Innovative media can improve students' critical thinking skills.	Can be applied to game-based PJOK and character reflection.
12	(Sporta et al., 2025)	Integration of character values through PJOK	Empirical review	Physical activities foster a sense of responsibility and empathy.	Supporting the theoretical basis for the formation of the Pancasila Student Profile.
13	(Elvinasafira, 2025)	Social-emotional learning in the curriculum	Literature review	Social-emotional aspects are key to meaningful learning.	Strengthening the holistic approach that is at the core of this research.

Discussion

From the above synthesis, it can be concluded that most of the reviewed articles agree that physical education is an important instrument in shaping students' character. Values such as discipline, responsibility, cooperation, sportsmanship, and empathy are important elements that can be developed through physical activities integrated with value learning and moral reflection (Purwanto & Yuliawan, 2025; Sporta et al., 2025).

Other studies (Amanda et al., 2024; Mulyasari et al., 2025) shows that the application of a differentiated approach and student-centered learning is very much in line with the spirit of the Merdeka Curriculum. In the context of PJOK, this approach requires teachers to be more flexible in adjusting physical activities to students' abilities and interests, thereby creating inclusive and meaningful learning.

However, various obstacles are still encountered in the field. Based on findings from (Bustari & Putri, 2024) serta (Latifah et al., 2024), The readiness of teachers and infrastructure is a major challenge that hinders the effective implementation of the Merdeka Curriculum in the field of PJOK. Many teachers have not received adequate training on the principles of holistic and integrative learning.

In addition, school leadership also plays an important role in the successful implementation of the curriculum (Wijono et al., 2025; Fradito et al., 2025). Transformational and collaborative leadership has been proven to create a school culture that supports learning innovation and reflection on Pancasila values in every physical learning activity. In terms of media development and learning strategies, Kinanti's (2025) research provides evidence that the use of interactive media such as board games can increase student motivation, critical thinking, and collaboration. This shows that the integration of technology and innovation in physical education is an important step in actualizing the spirit of the Merdeka Curriculum, which emphasizes creativity and independence.

These findings reinforce the view that physical education serves not only as physical activity, but also as a vehicle for character development and social-emotional learning (Elvinasafira, 2025). Thus, a holistic approach is key to the successful integration of PJOK into the Merdeka Curriculum.

In the context of education policy, structural support is needed in the form of professional training for teachers, the provision of adequate learning facilities, and the development of an evaluation system that assesses cognitive, affective, and psychomotor aspects in a balanced manner.

Conceptually, the results of this study reinforce that the successful implementation of the Merdeka Curriculum in physical education will greatly depend on the synergy between teachers, principals, and national education policies. Collaboration oriented towards the formation of the Pancasila Student Profile is a strategic step to ensure that physical education contributes significantly to the holistic character development of students.

The findings of this study are consistent with the results of previous studies (Abdul Azis, 2024) which emphasizes that the Merdeka Curriculum plays an important role in shaping

students with character and morals through the integration of religious moderation values. The similarity between the two lies in their holistic approach to character building, where physical education instills the values of sportsmanship and cooperation, while religious education fosters moderation and morality. Both have the same goal, which is to strengthen the Pancasila Student Profile as the core of the learning process in the Merdeka Curriculum.

CONCLUSION

A review of the literature shows that physical education plays an important role in supporting the implementation of the Merdeka Curriculum, especially in shaping the character of students in accordance with the Pancasila Student Profile. Through a holistic approach, physical education can develop physical, cognitive, affective, and social aspects in a balanced manner. However, its implementation still faces challenges, such as limited teacher understanding, inadequate facilities and infrastructure, and an evaluation system that does not fully address character values. Teacher training, innovative learning media, and more adaptive policy support are needed so that the integration of physical education into the Merdeka Curriculum can run effectively. Overall, the success of this integration depends on the synergy between teachers, schools, and education policies to produce students who are healthy, have good character, and are in line with Pancasila values.

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