

Analysis of the Knowledge Aspects of Implementing the Independent Curriculum for PJOK Teachers at the High School Level in Binjai City

Farid M. Alhumary ¹, Tandiyo Rahayu ², Andry Akhiruyanto ³, Said Junaidi ⁴.

¹ Universitas Negeri Semarang

² Universitas Negeri Semarang.

³ Universitas Negeri Semarang

⁴ Universitas Negeri Semarang

*Corresponding author: malhumary@students.unnes.ac.id

Abstract: This study seeks to examine the perspectives of PJOK teachers in Binjai City high schools on the topic of physical education and how they see the Independent curriculum's potential application to their own professional practice. This study collects its data using a survey approach, namely through the use of a direct questionnaire. Ten high school PJOK instructors from seven different schools in Binjai City participated in the study. Data analysis strategies make use of quantitative descriptive analysis provided as a percentage. The data shows that high school PJOK instructors in Binjai City had an average score of 36 out of a possible 33. Here is a breakdown of the teachers' knowledge: 30% have very good knowledge, 60% have good knowledge, 10% have poor knowledge, and 0% have knowledge that is not good. According to the findings of this study, PJOK instructors encounter a number of difficulties in their work, including, but not limited to, tailoring the autonomous curriculum to each student's needs and a lack of familiarity with the accompanying manual. With any luck, PJOK educators will be able to use this study as a springboard for deeper introspection and, ultimately, better understanding of how to incorporate the Independent Curriculum into their lessons, particularly for high school students.

Keywords: Independent Curriculum, Knowledge Teachers, Physical Education

© 2024 Universitas Negeri Semarang

INTRODUCTION

The curriculum is a systematic set used in the field of education in an effort to achieve educational goals. This is in line with the opinion of Rosmana P.S et al (2023) that the curriculum is an important part and has tools that function to achieve educational goals. Another opinion expressed by Ledia S. (2024) said that the curriculum is a curriculum that regulates all educational activities in all

countries where in its implementation the teaching materials are well designed to be used according to needs. Law 2 of 2003, which governs the National Education System, defines the curriculum as a set of plans and arrangements pertaining to educational goals, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve these objectives. This definition is supported by other sources.

In this adult era, the need for education is based on overcoming existing problems. The problem area that is currently a need for the 21st century is mastery of technology and everything that underlies it. Basic needs in the 21st century are grouped into three competencies, namely thinking, acting and living

in this world. This is in line with the opinion of Hendiani et al (2020:31) who state that education in the 21st century has core competencies which provide provisions in the form of thinking competencies, acting competencies and living competencies in the world. Apart from this opinion, the basic competencies that create challenges and needs that must be understood in education are the 4C competencies (Creative, Critical Thinking, Collaboration, and Communication). Therefore, the curriculum must fulfill several things that form the basis for its development.

Education, especially in Indonesia, currently requires good, quality teaching staff and resources. Education is one of the fields that is the main focus of the nation's progress, therefore there are efforts made by central institutions which have responsibility for processing and maintaining the issuance of regulations that are mandatory for children to carry out education. According to Law No. 20 of 2003 of the Republic of Indonesia, all citizens are required to complete a minimum of nine years of compulsory basic education. This effort is made to improve the quality of the next generation so that they are able to develop and improve themselves to be ready to face problems that will later be encountered through good human resources. So it can be understood that education is a form of necessity in a country that must be taken into account both in terms of curriculum, administration, implementation and so on.

The center's efforts to improve the quality of education to prepare students to face current developments are of course irrelevant if education in Indonesia still uses the old curriculum and does not replace it. Remembering that the needs of each era are different. Muin et al (2022) state that in curriculum development, contemporary developments are an important factor whose aim is conformity in the basis and references that will later be applied in Indonesia. In Indonesia itself there have been many changes in the curriculum, the curriculum includes: the 1947 Learning Plan up to the Independent Curriculum. Therefore, the curriculum has an ideal form, namely dynamic and flexible to make adjustments based on challenges and problems according to time.

The Ministry of Education, Culture, Research and Education (Kemendikbud Ristek) in Indonesia developed a new curriculum called the Independent Curriculum in an effort to raise the standard of education in the country. One solution to the issue of students losing ground in their education because of the COVID-19 epidemic is the autonomous curriculum. Indonesia is facing issues with student achievement, according to the Ministry of Education and Culture, Research and Technology (2022: 10). This information is presented in the Independent Curriculum Guide pocketbook. In addition, the goal of the autonomous curriculum is to enhance the quality of current education. As part of the school's autonomous curriculum, teachers may use learning paradigms from the 21st century. It is essential for educators to have the ability to work together in an enjoyable way to learn. Essential skills for the modern world should be a part of every educational plan.

Almost every school has adopted the autonomous curriculum. Achieving the implementation of this curriculum is of course the teacher's task. Teachers are people with authority and obligations as well as tasks that have been designed in the independent curriculum. Mustaqim et al (2021) state that teachers have a driving role in the form of facilitators, the ability to behave psychologically and psychomotorically, create a learning atmosphere and improve the quality of teaching methods. Starting with elementary school and continuing through college, this Merdeka program has been successfully applied at almost all educational levels.

The autonomous curriculum has an effect on several subject areas, including PJOK (Physical Education, Sports, and Health). When it comes to children's physical, emotional, and mental growth, PJOK is a curriculum that places an emphasis on exercise and promotes good lifestyle choices. Apriano (2022) further clarified that the goal of PJOK is to help people become physically and spiritually fit persons by incorporating physical activities into their daily lives. According to Wahyudi A. (2023), PJOK educators need a number of comprehensions, including what makes a curriculum stand out. Decree 033/H/KR 2022, ratified by the Ministry of Education, Culture, Research, and Technology, establishes the framework for the aims and substance of the autonomous curriculum in PJOK.

In PJOK learning, implementing the PJOK learning process well, the teacher's role must be maximal in its function as a teacher. Teacher needs and teacher functions in PJOK learning need to be developed and improved in accordance with the independent curriculum. Not only that, learning must make students feel happy and have a good learning atmosphere.

Preliminary data suggests that high school PJOK instructors in Binjai City have diverse thoughts and perspectives on how to best incorporate the autonomous curriculum into PJOK lessons. Concerns about the independent

curriculum's clarity were voiced by many involved. Independent curriculum is now part of every high school class in Binjai City, which is one of many districts that has done this. From grades XI to XII, students in high school have been required to follow the Independent curriculum. This necessitates, of course, that all educators, including high school PJOK instructors, be familiar with the autonomous curriculum. Hence, more research on the subject of PJOK instructors' use of the autonomous knowledge curriculum in Binjai City's high schools is required.

According to Umar (2023), Setiawan et al. (2023), and Aulliah et al. (2023), all of which discussed similar studies on the Independent curriculum's implementation, it is possible to successfully apply the autonomous curriculum and Improvements in competency levels compared to earlier curricula are seen in the continuing learning process. According to Wantiana, I., & Mellisa, M. (2023), who took a different tack, the teaching staff encountered several debates and challenges when implementing the autonomous curriculum, the most significant of which was the teachers' inadequacy in terms of both preparedness and competence. The autonomous curriculum's execution has been subpar. Anwar (2022) offered a different perspective, explaining that the implementation of the independent curriculum is a result of subpar facilities, insufficient training and instruction, and the constraints imposed by the participants' reliance on educational resources. So, it's safe to say that there are a lot of moving parts when it comes to putting the autonomous curriculum into action, from the practical requirements for students' learning to the challenges faced by educators.

Their divergent opinions stem from the data shown above, which was gathered from many PJOK instructors throughout the process of developing the Independent Curriculum. PJOK instructors at Binjai City's high schools, for example, when it comes to explaining and expanding upon the material covered in their individual curriculum. Teachers at PJOK may have different levels of familiarity with the Independent Curriculum, which might explain why they have different assumptions and perspectives on how to apply it.

METHOD

The research uses quantitative descriptive research with survey methods. There is one variable, namely the knowledge of PJOK teachers at the high school level in the independent curriculum. The research was carried out at a high school in Binjai City with the entire population of high school PJOK teachers, totaling ten PJOK teachers as research subjects. The research was conducted in March and April 2024. The research utilized questionnaires as the main data collection tool. The research was carried out by administering a single questionnaire directly to respondents. The instrument used is modification and adaptation of guidance sources for implementing the independent curriculum. then, there are three main instruments in this questionnaire including basic curriculum concepts, curriculum

content and implementation of the independent curriculum in PJOK. There are 42 statements and questions used in the questionnaire. The validation used is expert opinion or Expert Judgment. The data analysis technique is carried out by categorizing the results obtained through ideal value scores.

RESULTS

The results of this research have an explanation that describes the data about how high the level of knowledge of PJOK teachers at the high school level is regarding the Independent Curriculum in Binjai City which was carried out by filling out a questionnaire or questionnaire through statements and questions totaling 42 items. Based on the results of data analysis through 3 (three) main points, namely the concept of the Independent Curriculum, the contents of the Independent Curriculum and the Implementation of the Independent Curriculum which were processed using the Excel 2019 and SPSS programs. The results of the questionnaire data recap can be presented as follows:

Table 1. Recapitulation of Total Value of Implementation Results on Physical Education Teachers' Knowledge in the Merdeka Curriculum at High School Level in Binjai City

Responden	Faktor			Jumlah nilai
	Konsep	Isi	Implementasi	
1	7	13	20	40
2	7	13	20	40
3	6	11	16	33
4	6	12	17	35
5	5	10	15	30
6	6	11	17	34
7	7	13	20	40
8	6	12	18	36
9	5	12	17	34
10	7	11	15	33
Total	62	118	175	335
Nilai Maks	70	140	210	420
Persentase	88,6%	84,3%	83,3%	84,5%
Mean/rata-rata	6,20	11,80	17,50	35,50

Table 1 displays the findings of the survey about the impact of the autonomous curriculum on the knowledge of PJOK instructors at the high school level in Binjai City. Ten respondents filled out the survey. Conceptual, content, and implementation considerations will all play a role in outlining the key aspects of the evaluation. The concept factor shows a percentage of 88.6% with a total value

of 62 so the average is 6.20, the content factor is 84.1% with a total value of 118 so the average is 11.80, the implementation factor is 83.3% with a value of 175 so the average is 17.50. So the total value of these three factors can be obtained as much as 84.5% with a value of 335 so the average is 35.50.

Data from research on the implementation of the Merdeka Curriculum on the knowledge of PJOK teachers at high school level in the city of Binjai were then entered into statistics to obtain a "good" category with a score (mean) of 35.5, the lowest score (minimum) 30, the highest score (maximum) 40, middle score (median) 34.5, frequently occurring score (mode) 40, standard deviation (SD) 3.47. These results can be entered into the table which can be seen below:

Table 2 Descriptive Statistics on the Implementation of the Independent Curriculum on the Knowledge of PJOK Teachers at the high school level in the city of Binjai as a whole

Statistik	
<i>N</i>	10
<i>Mean</i>	35,5
<i>Median</i>	34,5
<i>Mode</i>	40
<i>Standart Deviation</i>	3,47
<i>Maximum</i>	40
<i>Minimum</i>	30

Research on the effects of an independent curriculum on the knowledge of PJOK teachers at the high school level in Binjai City yielded descriptive statistics with the following values: mean 35.5, minimum 30, maximum 40, median 34.5, mode 40, and standard deviation 3.47. The survey on the impact of the Merdeka Curriculum on the knowledge of PJOK teachers at the high school level in Binjai may be viewed as follows when presented as a frequency distribution:

Table 3 Frequency Distribution of Independent Curriculum Implementation on PJOK Teacher Knowledge at the Senior High School level in Binjai City

Kategori	Interval	Frekuensi	Persentase (%)
Tidak Baik	25 - 28	0	0%
Kurang Baik	29 - 32	1	10%
Baik	33 - 36	6	60%
Sangat Baik	37 - 40	3	30%
Jumlah		10	100%

Based on the frequency distribution list in table 3 regarding the implementation of the Independent Curriculum on the knowledge of PJOK teachers

at the High School level in Binjai City, it can be presented with a bar diagram image as follows:

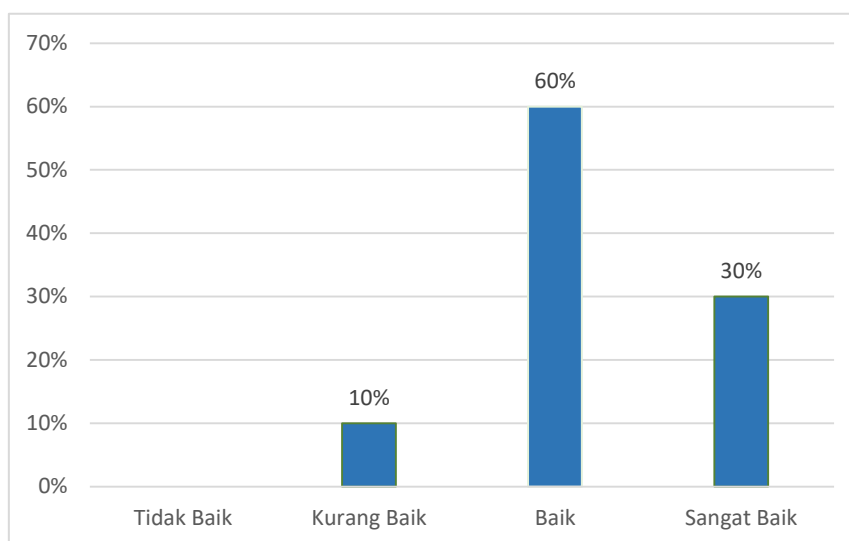


Figure 1 Bar Diagram of the Implementation of the Independent Curriculum on the Knowledge of PJOK Teachers Senior High School in Binjai City

Based on frequency distribution data and Figure 1 bar diagram, it was found that 30% (3 teachers) had very good knowledge, 60% (6 people) had good knowledge, 10% (1 person) have poor knowledge, and 0% (0 people) have knowledge that is not good. In the range 33 - 36, the average value of the PJOK teachers' knowledge on the Independent Curriculum's implementation is 35.5. Teachers' understanding of PJOK at Binjai City's high schools was rated as "Good" in a poll measuring the impact of the Independent curriculum.

DISCUSSION

Analysis carried out on the 3 main factors or indicators presented in the questionnaire/questionnaire found that there were similarities and differences in existing knowledge. Similarities can be seen in the conceptual factors and curriculum content. These two factors show that knowledge of the concepts and content of the Independent Curriculum is very good. However, in contrast to implementation factors, there are some teachers who still do not understand and tend to not know or are not aware of some of the statements or questions that have been presented. This is presented in the analysis table which shows that the majority of teachers, 88,6%, 84.3% and 83.3%, have very good knowledge of curriculum concepts and content. Therefore, it can be concluded that in terms of concept and content, teachers' knowledge of the Independent Curriculum tends to be very good, but it differs in the implementation factors of the Independent Curriculum specifically for PJOK learning, which only a few understand. This is also

in line with the opinion of Hartatik, S. (2022) in research showing that the level of teachers' knowledge of the Independent Curriculum is at a good level, but there are still some teachers who say they are still unsure about implementing it in the next semester. It is evident from this that the understanding of PJOK teachers varies when it comes to the application of the Independent Curriculum, particularly in PJOK learning

Overall, the study yielded an average score of 35.5 in the range 33 - 36, indicating that the implementation of the autonomous curriculum in the knowledge aspect of PJOK teachers at the Senior High School level in Binjai City is in the "good" category. These findings demonstrate that PJOK teachers' knowledge has fulfilled the excellent criterion across all schools, suggesting that the autonomous curriculum has had a positive impact on PJOK teachers' knowledge in the vast majority of schools.

However, there are several indicators in the questionnaire that teachers don't know so they can't answer perfectly on the questionnaire given. The results of data analysis show that it is in the good category,

When examined further, the researchers found that each indicator did not reach a value of 100%. This shows that PJOK teachers do not know or do not understand it thoroughly so that the results obtained do not fall into the "Very Good" category for all respondents. The following is a part of the independent curriculum that is not well understood by PJOK teachers at the high school level in the city of Binjai

1. On the Independent Curriculum Concept Factors

Analysis of the impact of the autonomous curriculum on the concept knowledge of PJOK teachers at the high school level in Binjai City yielded an average score of 6.20 with a percentage of 88.6% according to data analysis conducted on the concept factor. However, PJOK teachers have difficulty answering statements regarding the problem of lagging behind in learning and the characteristics of the Independent Curriculum. Understanding the concept according to Al Kadri, H., & Widiawati, W. (2020) explains that the teacher's position in the curriculum concept is an internal part that functions as a service provider through existing activities with character development in everyday life. There is actually an explanation regarding the independent curriculum regarding the concept aspect in the independent curriculum question and answer pocket book, the Independent Curriculum is one of the curricula used in learning recovery and focuses on essential material with the aim of creating uniqueness and innovation in basic literacy and numeracy achievements.

2. On the content factors of the Independent Curriculum

Based on the results of data analysis on curriculum content factors in the independent curriculum implementation survey on the knowledge of PJOK teachers at the Senior High School level in Binjai City, the average score was 11.80

with a percentage of 84.3%. The understanding of the contents of the independent curriculum put forward by Akib, E., et al (2020), explains that there is knowledge attainment in the contents of the independent curriculum at a good stage. However, the findings in the PJOK teacher questionnaire were that they experienced difficulties in answering statements regarding 1) learning centers, 2) differentiated learning, 3) Pancasila student profile project (P5), 4) Number of learning hours. The guide to implementing the Independent Curriculum has explained in detail the contents of the curriculum and how the explanations are related to the learning system for implementing the P5 series.

3. On the Independent Curriculum Implementation Factors in PJOK

With an average score of 17.50 and a percentage of 83.3%, the survey findings showed that the autonomous curriculum was well-implemented by PJOK instructors at the senior high school level in Binjai City. These results show the smallest value for each factor, which indicates that the implementation of teacher PJOK learning is still not optimal. There are difficulties in PJOK teachers answering statements related to PJOK in the Independent Curriculum which contains the objectives of PJOK, the learning atmosphere, and PJOK as a field of study. This difficulty was also conveyed by Jeong, H. C., & So, W. Y. (2020), who explained that in implementing learning there were obstacles in planning, implementing and evaluating learning. Law Number 03/H/KR/2022, which deals with the implementation of the autonomous curriculum in PJOK, is clearly not being followed in this area of implementation. There is also an obvious and unflattering contrast of the curriculum's ideas and materials. When it comes to learning PJOK, in particular, educators should have a better idea of what they require for implementation.

The conclusion is that in the knowledge survey in the independent curriculum for PJOK teachers at high school level in the city of Binjai, PJOK teachers are in the good category. But there are still a few things that high school PJOK instructors in Binjai City struggle with. It is evident that every PJOK instructor continues to use the Independent Curriculum in their own unique way, particularly when it comes to PJOK learning.

CONCLUSION

Findings from the investigation indicate that, on average, high school teachers in Binjai received a score of 35.5 on the PJOK survey measuring their expertise. You can see from this score that it falls anywhere between 33 and 36. According to this period, PJOK instructors at Binjai's high schools are doing an excellent job of implementing the Independent Curriculum. It can be shown in detail that out of the total number of instructors, 30% have very good knowledge, 60% have good knowledge, 10% have poor knowledge, and 0% have knowledge that is not good..

Teachers' understanding of the Independent Curriculum is influenced by their own internal selves, as shown by the presence of obstacles and challenges. The following issues hinder the comprehension of the Independent Curriculum by PJOK instructors at the high school level in Binjai City: 1) Teachers are still adapting to the new curriculum so most of them are still in the learning stage, (2) Lack of motivation to learn, most teachers will not know or don't know due to lack of reading and understanding of literature that explains the independent curriculum, (3) Teaching habits and methods. Not a few teachers explain the reasons for their ignorance in the form of following the material in existing modules and teaching PJOK learning based on the habits/experience of PJOK teachers only to the exclusion of learning adapted to the independent curriculum.

REFERENCES

- Akib, E., Imran, M. E., Mahtari, S., & Mahmud, M. R. (2020). Study on Implementation of Integrated Curriculum in Indonesia. *IJORER: International Journal of Recent Educational Education*, 1(1), 39–57.
- Anwar, Sukino, & Erwin. (2022). KOMPARASI PENERAPAN KURIKULUM MERDEKA DAN K-13DI SMA ABDUSSALAM. *JPDSH Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 2(1), 83–96.
- Apriyano, B., Zainuddin, Z. A., Hasnimy, A., & Hashim, M. (2022). *Physical Activity Module in Health Sports Physical Education Learning on Physical Fitness and Health*. 10(3), 716–722. <https://doi.org/10.13189/saj.2022.100412>
- Aulliah, N. D. (2023). The Implementation of Merdeka Curriculum at PENGGERAK School Novyko. *Proceeding of 4th International Conference on the Teaching of English and Literature in Conjunction with the 1st Collaborative Conference on Rhetorical Patterns of Texts in Indonesia and the Malay World*, 166–182.
- Cepi berlian, U., Solekah, S., & Rahayu, P. (2022). IMPLEMENTASI KURIKULUM MERDEKA DALAM MENINGKATKAN MUTU PENDIDIKAN. *Journal of Educational and Language Research*, 10(1), 1–52. <https://doi.org/10.21608/pshj.2022.250026>
- Hartatik, S. (2022). PENINGKATAN KOMPETENSI GURU DALAM IMPLEMENTASI KURIKULUM MERDEKA (IKM) MELALUI IN HOUSE TRAINING (IHT) DI SDN TLEKUNG 02 KOTA BATU. *Jurnal Pendidikan Taman Widya Humaniora (JPTWH)*, 1(4), 318–339.
- Hendriani, A., Rohayati, E., & Herlambang, Y. T. (2020). *Pendidikan dan Keterampilan Berpikir Abad ke-21*. Ksatria Siliwangi.
- Jeong, H.-C., & So, W.-Y. (2020). Difficulties of Online Physical Education Classes in Middle and High School and an Efficient Operation Plan to Address Them. *International Journal of Environmental Research and Public Health*, Vol. 17. <https://doi.org/10.3390/ijerph17197279>
- Kadri, H. A. L. (2020). *Strategic Planning in Developing the Quality of Educators and*

- Education Personnel*. 4(2), 324–346.
- Kementerian Pendidikan Kebudayaan Riset Dan Teknologi Republik Indonesia. (2022). *Buku Saku tanya Jawab Kurikulum Merdeka*. Kemendikbud Ristek, Jakarta: Penulis.
- Muin, A., Fakhruddin, A., Makruf, A. D., & Gandi, S. (2022). *Pengembangan Kurikulum Merdeka*.
- Mustaqim, M. A., Almarzuqi, M. F., & Sibilana, A. R. (2021). *Education in Psychomotoric Aspect and Creative Development*. 529(Iconetos 2020), 636–645.
- Rosmana, P. S., Iskandar, S., H, A. N. A., & Widiya, N. (2023). Peranan Teknologi Pada Implementasi Kurikulum Merdeka Di SDN Kabupaten Purwakarta. *INNOVATIVE: Journal Of Social Science Research*, 3, 3097–3110.
- Setiawan, I., Hanani, E. S., & Priyono, B. (2019). Implementation of Kurikulum Merdeka for Physical Education Subjects in Sekolah Penggerak at the Junior High School Level in Temanggung Regency. *JUARA: Jurnal Olahraga*.
- UMAR, OCKTA, Y., & MARDESIA, P. (2023). A Correlational Study: Pedagogical and professional competence of physical education teachers in relation to the implementation of the Merdeka curriculum. *Journal of Physical Education and Sport* ® (JPES), 23(12), 3325–3331.
<https://doi.org/10.7752/jpes.2023.12380>
- Wahyudi, A. E., Sunarni, & Ulfatin, N. (2023). Implementasi Kurikulum Merdeka Berorientasi Pembentukan Karakter Profil Pelajar Pancasila di Sekolah Dasar. *JURNAL MORAL KEMASYARAKATAN*, 8(2), 179–190.
- Wantiana, I., & Mellisa. (2023). Kendala Guru dalam Penerapan Kurikulum Merdeka. *JURNAL BASICEDU*, 7(3), 1461–1465.