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## PERCEPTION OF PJOK TEACHERS ON READINESS IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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### Abstract

This study aims to find out the perception of Physical Education, Sports, and Health (PJOK) teachers on the readiness to implement the Independent Curriculum at the junior high school level. The Independent Curriculum demands a change in the learning paradigm that emphasizes differentiated learning, diagnostic assessments, and strengthening student character through the Pancasila Student Profile. In this context, PJOK teachers have their own challenges in adjusting learning methods in accordance with the principles of this new curriculum. This study uses a quantitative descriptive approach with questionnaire instruments distributed to PJOK teachers in several public and private schools. The results of the study show that most teachers have a fairly good initial understanding of the basic principles of the Independent Curriculum, but still feel that they are not fully prepared in terms of planning, implementation, and evaluation of learning. Factors that affect the unpreparedness include the lack of specific training, limited facilities, and suboptimal support from the school. These findings show the need to strengthen teacher capacity through more systematic training and more concrete policy support so that the implementation of the Independent Curriculum in PJOK subjects can run optimally.

**Keywords:** Teacher Perception, PJOK, Readiness, Implementation, Independent Curriculum

### INTRODUCTION

Talking about education, of course, it is inseparable from the figure of the teacher, because the progress and fall of education depends on the performance of the teacher himself. Improving the quality of education is carried out through improving the quality of teachers, because teachers are people who are directly or indirectly involved in the process of forming human resources. [1] For educators, the curriculum functions as a source of reference in the implementation of learning. When conducting supervision or supervision, the curriculum is a reference for the principal. The curriculum serves as a reference for parents in order to help their children learn at home, and the curriculum serves as a reference for the community in order to help the implementation of the learning process in schools [2] The Independent Learning Curriculum comes with various kinds of updates,

including simpler and more in-depth because it will focus on essential materials and the development of student competencies. In terms of students, they will be more independent because they are free to choose subjects that suit their interests and talents, while from educators they will teach according to the stages of achievement and development of students[3] The Indonesian government has created a new curriculum as an effort to improve education in Indonesia. For the 2022/2023 school year, the implementation of the independent curriculum as a refinement and analysis of the implementation of the previous curriculum is an option during the transition period that can be applied by educational units [4] . Teachers' perceptions of the new independent curriculum are very important to be studied because of course it has a very important impact on the educational process. Understanding the significance of the curriculum is the first thing teachers must do. Which can provide opportunities for teachers to respond to curriculum changes professionally[5] The importance of education as a process of character formation and deep knowledge, not just memorization

## ***METHODS***

This study uses a qualitative descriptive approach that aims to identify the perception of pjok (X) teachers on readiness in the implementation of the Merdeka (Y) curriculum. The research location was carried out at Nuruzzaman High School with a population of 2 pjok teachers. The sampling technique used is purposive sampling, which is sample selection based on special criteria, Curriculum implementation is the implementation or implementation of curriculum programs that have been developed at the previous stage, then tested with implementation and management, while making adjustments to the field situation and characteristics of students, both intellectual, emotional, and physical development [6] The implementation of the Independent Curriculum offered is adjusted to the readiness of teachers and education staff [7] . This is exacerbated by the phenomenon of difficulty accessing the internet network for those living in rural, remote, and disadvantaged areas [8] To tailor learning to students' needs and interests, teachers can choose from a variety of teaching tools [9] The basis of independent learning is to accelerate an education that is independent for students and is autonomous, both teachers and schools to interpret basic competencies in the curriculum into teacher assessments [10] kThe Merdeka curriculum is seen as an innovation that provides flexibility and independence in learning, emphasizing material deepening, character development, and contextual and project-based learning. However, the success of its

implementation is highly dependent on teacher readiness, resource support, and good coordination in the educational environment

## ***RESULTS AND DISCUSSION***

The test of this data description aims to get an overview or condition of the situation of this research sample. From the number of PJOK educator samples, the researcher will also submit the results of interviews during the research. The results of this study have the purpose of conveying the information that has been collected from the results of the research as follows: 1. Knowledge and readiness of PJOK teachers in independent curriculum learning activities. Based on the results of the research on indicators related to the knowledge and readiness of PJOK teachers in the independent curriculum, a very sufficient explanation can be obtained with knowledge and readiness related to the independent curriculum according to the main components, each educator welcomes positively the implementation of the independent curriculum and every educator is always positively committed to the implementation of the independent curriculum through participation in training activities, educators have implemented the appropriate independent curriculum in PJOK subjects, and also assesses that ATP is very helpful in formulating the needs and competency standards of students in PJOK subjects, for that the importance of integrating PJOK learning through theory and practice.

### **Discussion**

#### **1. Understanding the Independent Curriculum**

Most PJOK teachers stated that they had a general understanding of the basic concepts of the Independent Curriculum, especially in terms of flexibility and project-based learning. However, this understanding is often still theoretical. In a study conducted by Wahyudi & Suryani (2023), it was found that 62% of PJOK teachers at the high school level felt that they did not fully understand the technical steps of implementing the Independent Curriculum, especially in compiling teaching modules and assessments based on learning outcomes.

#### **2. Availability of Resources and Facilities**

PJOK teachers feel that the limitations of sports facilities are the main challenge in implementing project-based learning or contextual physical activities according to the Independent Curriculum. According to research by Hidayat et al. (2023), 70% of schools do not have adequate supporting facilities such as fields and sports equipment, which makes it difficult for teachers to implement active learning according to curriculum expectations.

#### **3. The Role of Training and Workshops**

The availability of training or workshops is an important factor in teacher readiness. Unfortunately, many PJOK teachers complain about the lack of relevant and continuous training. A study by Santoso (2023) shows that only 35% of PJOK teachers have participated in special training related to the implementation of the Independent Curriculum, while the rest only rely on materials from the internet or their peers.

#### 4. Adaptation to the Teaching Module

The Merdeka Curriculum emphasizes the use of teaching modules that are tailored to the conditions of students and the school environment. PJOK teachers admit the difficulty in compiling teaching modules that are in accordance with the characteristics of students. This is due to the lack of examples of applicable modules and the limited time of teachers in compiling their own. According to Yuliani & Prasetyo (2024), many PJOK teachers only modify the previous lesson plan into a teaching module without understanding the differences in structure and principles.

#### 5. Attitudes towards Curriculum Changes

Some PJOK teachers show a positive attitude towards the Independent Curriculum because it provides freedom in developing learning. However, not a few also feel burdened with new responsibilities that have not been balanced with increased competence. As revealed by Mulyani (2023), curriculum changes without intensive mentoring actually cause resistance among teachers, including PJOK teachers.

#### 6. Collaboration between Teachers

The Independent Curriculum encourages cross-subject collaboration through the Pancasila (P5) student profile strengthening project. PJOK teachers feel great potential in this collaboration, for example by integrating the values of sportsmanship and cooperation. However, the implementation is still weak because there is no routine coordination between teachers. Research by Nugroho (2023) shows that only 20% of schools have consistently carried out PJOK collaborations with other subjects.

#### 7. Time Management

PJOK teachers feel that adjusting learning time with the Independent Curriculum approach is challenging, especially because it has to accommodate project activities and field practices. In an observation by Fitriani (2024), teachers often have difficulty arranging flexible schedules but still according to the workload.

#### 8. Principal's Role and Managerial Support

The readiness of PJOK teachers is also greatly influenced by the support of the principal. Teachers who receive managerial support, such as special time for training and the provision of facilities, tend to be better prepared in implementing the Independent

Curriculum. According to Rachman & Dewi (2023), the role of school leadership is very influential on the successful implementation of the new curriculum.

#### 9. Perceptions of Evaluation and Assessment

In the Independent Curriculum, assessment emphasizes more on learning processes and outcomes. PJOK teachers have difficulty in conducting formative and summative assessments that describe student development holistically. Research by Lestari (2024) revealed that PJOK teachers are more familiar with product assessments (skill values) than process assessments such as participatory observation and student self-reflection.

#### 10. School Contextual Challenges

Geographical and socio-cultural contexts also affect teacher readiness. In 3T areas (disadvantaged, frontier, outermost), PJOK teachers face obstacles in access to training and networking. This has an impact on the quality of curriculum understanding and implementation. Data from the Ministry of Education and Culture (2023) shows a large gap between teachers in big cities and remote areas in access to Independent Curriculum information.

### ***CONCLUSION***

Based on the results of the research that has been conducted on the perception of PJOK teachers on readiness in the implementation of the Independent Curriculum, it can be concluded that several things are as follows:

1. **Teachers' Understanding Is Still Varied** PJOK teachers generally have an initial understanding of the basic principles of the Independent Curriculum, such as differentiated learning, strengthening the profile of Pancasila students, and teaching flexibility. However, this understanding is still general and not fully in-depth, especially related to the preparation of teaching modules, assessments, and the implementation of project-based learning.
2. **Readiness for Implementation is Still Limited** Although some teachers expressed moral and motivational readiness in accepting curriculum changes, technical readiness is still low. Many teachers have not received adequate training and face obstacles in the aspects of planning, implementing, and evaluating learning based on the Independent Curriculum.
3. **Facilities and Supporting Facilities Are Not Optimal** The limitations of facilities and infrastructure are one of the factors inhibiting the implementation of the Independent Curriculum in PJOK subjects. The lack of sports facilities, learning media, and infrastructure support is a challenge for

teachers in carrying out active and contextual learning in accordance with the spirit of the new curriculum.

4. The Role of Institutional Support is Very Important  
The readiness of PJOK teachers cannot be separated from institutional support, especially from school principals, supervisors, and education offices. Teachers who receive administrative support, training, and facilities generally show better readiness compared to those who do not.
5. Positive Perception but Accompanied by Concerns  
In general, PJOK teachers have a positive perception of the goals and direction of the Independent Curriculum because it provides a space for innovation and a more fun learning approach. However, on the other hand, they also harbor concerns about administrative burdens, lack of ongoing training, and uncertainty in implementation on the ground.

Thus, it can be concluded that despite the spirit of change and some teachers showing an open attitude, the implementation of the Independent Curriculum in PJOK subjects still faces various obstacles. Therefore, there is a need for intensive training, the provision of supporting facilities, and continuous mentoring so that PJOK teachers are better prepared and able to implement the Independent Curriculum optimally and contextually.

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