

PHYSICAL EDUCATION TEACHERS AND THE INDEPENDENT CURRICULUM: A STUDY OF PERCEPTION

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi persepsi guru pendidikan jasmani dari kurikulum independen. Deskripsi kuantitatif yang digunakan dalam penelitian ini dengan desain studi lintas-sectional. Penduduk adalah 56 guru pendidikan fisik yang tersebar di kota Palu. Teknik analisis menggunakan statistik deskriptif. Hasilnya memperlihatkan bahwa mayoritas responden memberikan dukungan yang sangat positif untuk kurikulum independen, dengan banyak perasaan berminat dan mendapati hal itu berguna. Namun, masih ada responden yang meragukan atau tidak setuju, menunjukkan perlunya komunikasi yang lebih efektif dan pemahaman yang lebih dalam untuk memastikan penerimaan yang luas dan efektif di semua tingkatan pendidikan. Mayoritas responden memperlihatkan minat yang kuat dalam perkembangan kurikulum independen, meskipun ada keraguan yang perlu diatasi. Tantangan dalam mendapatkan dukungan juga nyata, dengan beberapa responden lebih menyukai kurikulum lain dan memandang kurikulum independen sebagai kebijakan sementara. Ini menekankan pentingnya komunikasi yang efektif dan transparansi dari pemerintah. Khususnya, riset menunjukkan bahwa responden memiliki beragam pandangan mengenai penerapan kurikulum independen dalam pendidikan jasmani.

Abstract. This research aims to identify physical education teachers' perceptions of the independent curriculum. Quantitative descriptives were used in this research with a cross-sectional study design. The population is 56 physical education teachers spread across the city of Palu. The analysis technique uses descriptive statistics. The results show that the majority of respondents provided very positive support for the independent curriculum, with many feelings interested and finding it useful. However, there are still some respondents who doubt or disagree, indicating the need for more effective communication and deeper understanding to ensure broad and effective acceptance at all levels of education. The majority of respondents showed a strong interest in following developments in the independent curriculum, although there were doubts that needed to be overcome. Challenges in getting support were also apparent, with some respondents preferring other curricula and viewing the independent curriculum as a temporary policy. This emphasizes the importance of effective communication and transparency from the government. In particular, research shows that respondents have diverse views regarding the implementation of the independent curriculum in physical education.

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INTRODUCTION

Educational reform has been at the center of political and academic debate in recent years. Curriculum refinement and an emphasis on accountability have been key agenda items. Despite various reform efforts initiated to achieve academic excellence through the promotion of curriculum advantages, numerous issues persist, raising concerns about potential negative consequences. One curriculum that has been the focus of criticism and debate in Indonesia is the merdeka Curriculum, an innovation in the education system introduced by the Ministry of Education and Culture (Damayanti et al., 2023).

The independent learning breakthrough includes the implementation of the 2020 USBN, which was returned to schools. In 2021, the national exam (NE) system was abolished and replaced with a new system focused on minimum competency assessments and character surveys. (Fauzan et al., 2023). In addition, there is a simplification of the RPP and an expansion of the zoning system for New Student Admissions. Some ideas from the independent curriculum include: 1. Independent Learning, Providing solutions to problems faced by educators in their daily work. 2. Flexible Evaluation, Teachers have the freedom to evaluate student learning with various instruments without being bound by burdensome administrative policies (Sinaga & Pustika, 2021). 3. Understanding teacher challenges, expanding understanding of the challenges faced by teachers ranging from accepting new students to administrative and evaluation issues (Yamin & Syahrir, 2020).

It is important for educators, who play a key role in shaping the future of the country through education, to build a more engaging learning environment by implementing education policies that benefit both teachers and students (Spridzans & Dzerviniks, 2021). The proposal to reorganize the education system aims to accommodate national progress and enable it to move with the times (Damayanti et al., 2023). Thus, education is returned to its original purpose, namely, to liberate and humanize humans. Teachers and students in the idea of autonomous learning work together in the search for truth and critical thinking, not just conveying information (Choirudin et al., 2021).

The development of technology and the internet has accelerated the movement towards educational independence, enabling educational institutions, instructors, and students to be more creative and learn independently (Sadeghi, 2019). It is hoped that this will break down the inflexible educational framework that is too focused on administrative tasks (Lo & Hew, 2020).

The Independent Curriculum provides schools and teachers with greater freedom to determine learning methods according to student needs and local contexts. In the context of physical education, the Independent Curriculum is expected to encourage innovation in teaching and increase student participation and involvement in physical activities. Physical education teachers play an important role in the implementation of the Independent

Curriculum, not only teaching physical skills but also developing positive attitudes and values such as cooperation, discipline, and sportsmanship. However, the implementation of the new curriculum often faces various challenges (Oh & Graber, 2019).

Physical education is a compulsory subject in primary and secondary education (Rawashdeh et al., 2021). In addition to improving physical fitness, physical education also involves learning through physical activities that foster emotional intelligence, sportsmanship, healthy living habits, and motor skill development (Raibowo & Nopiyanto, 2020). Teachers' perceptions of the curriculum greatly influence the effectiveness of its implementation. Since teachers occupy a central position in facilitating physical education learning, it is important to examine their perceptions regarding the implementation of physical education in the merdeka curriculum (McMullen et al., 2016; Vazou & Skrade, 2017).

Previous studies have reported that factors such as collaboration between teachers, the focus of physical education in the school plan, and access to appropriate areas are critical to the successful implementation of physical education in the curriculum (Michael et al., 2019; Skage et al., 2020; Skage & Dyrstad, 2014; Webster et al., 2017). Studies have also shown the need for training and competence among teachers who seek to implement physical education in academic subjects (Jung et al., 2022; Kolle et al., 2016). However, most of this research has been conducted in elementary school settings, leaving research at the secondary school level lacking (Kolle et al., 2016; Michael et al., 2019; Routen et al., 2018; Webster et al., 2015).

Therefore, there is a strong need for further research on teachers' perceptions of the implementation of physical education in the Independent Curriculum. This study aims to examine the perceptions of physical education teachers in the implementation of the independent curriculum. Overall, this study aims to examine various factors that influence teacher practices, including pedagogical assumptions, facilitators, and barriers faced in the implementation of the Independent Curriculum (Intiana et al., 2023)

METHODS

This study aims to identify the perceptions of physical education teachers towards the independent curriculum. Quantitative descriptive is used in this study with a survey design and cross-sectional study design (Fraenkel, Jack R., Wallen, 2012; Rawahi & Yousef, 2021). A sample of 56 physical education teachers spread across the city of Palu, the data collection method used a closed questionnaire containing a Likert scale distributed online. The analysis technique uses descriptive statistics (mean, median, mode) to describe perceptions in general.

RESULTS AND DISCUSSION

Results

The location and results of the research are presented in the diagram below:

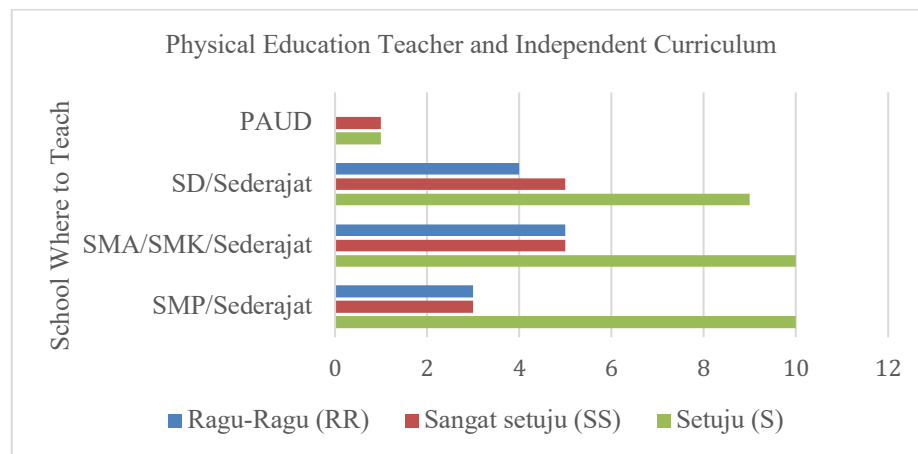


Figure 1. Diagram Schools Where Physical Education Teachers Teach in Palu City

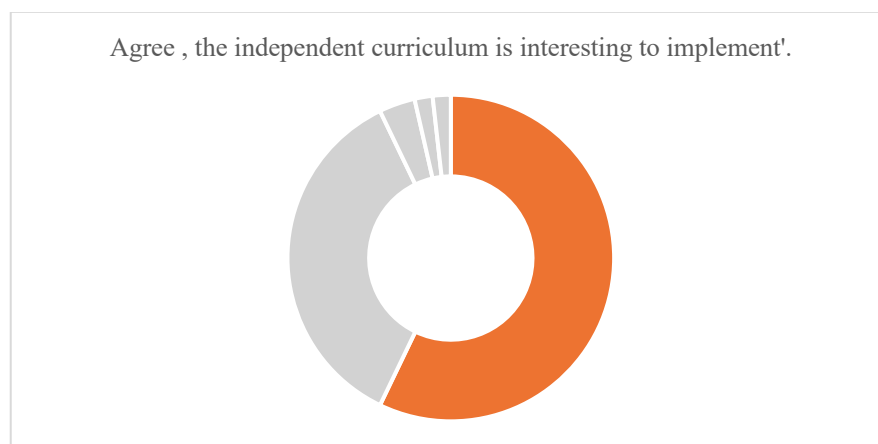


Figure 2. Diagram Interest of Physical Education Teachers in implementing the Independent Curriculum

Figure 2 above shows that the majority of respondents gave very positive support to the independent curriculum, with many feeling interested and considering it useful. However, there were still some respondents who were hesitant or disagreed, indicating the need for more effective communication and in-depth understanding to ensure broad and effective acceptance at all levels of education.

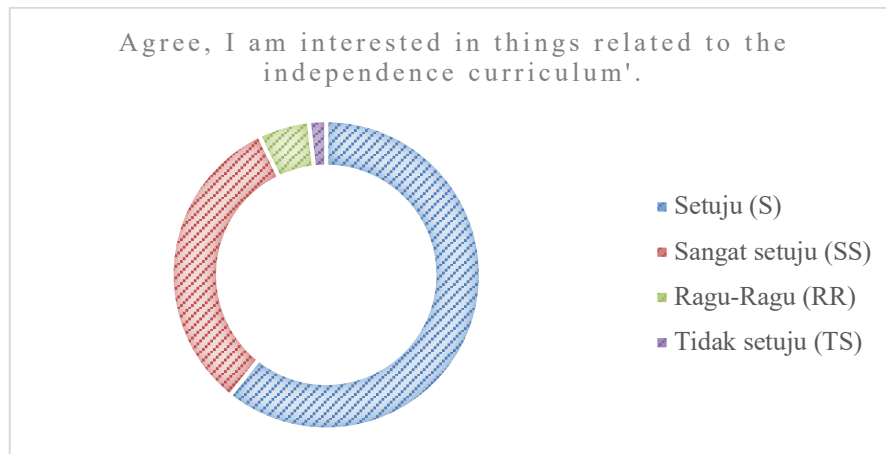


Figure 3. Diagram Physical Education Teachers' Interest in Following the Development of the Independent Curriculum

Based on figure 3 above, the majority of respondents showed a strong interest in following the development of the independent curriculum, although there were doubts that needed to be overcome. Challenges in gaining support were also seen, with some respondents preferring other curricula and viewing the independent curriculum as a temporary policy, as seen in figure 4 below.

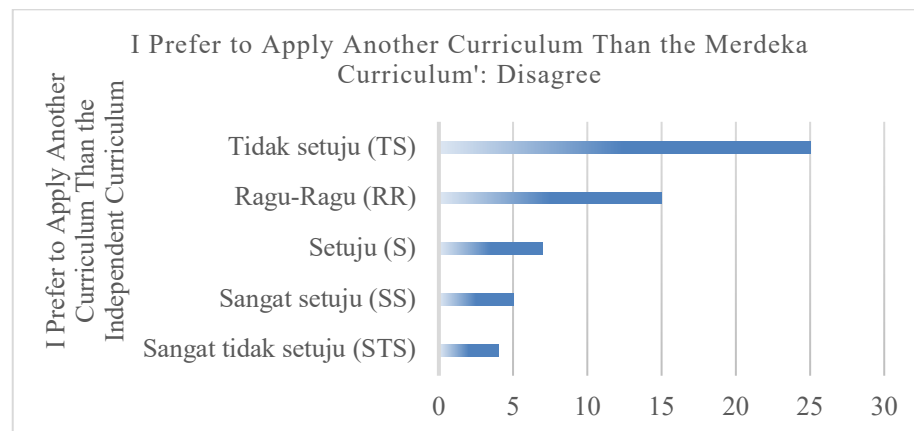


Figure 4. Diagram Physical Education Teachers' Views of Other Curricula

This emphasizes the importance of effective communication and transparency from the government. In particular, the study showed that respondents had mixed views regarding the implementation of the independent curriculum in physical education. Although some were unhappy, based on figure 5 and 6 below, the majority of respondents showed great enthusiasm for activities related to the independent curriculum and did not feel that this curriculum was confusing or difficult to implement.

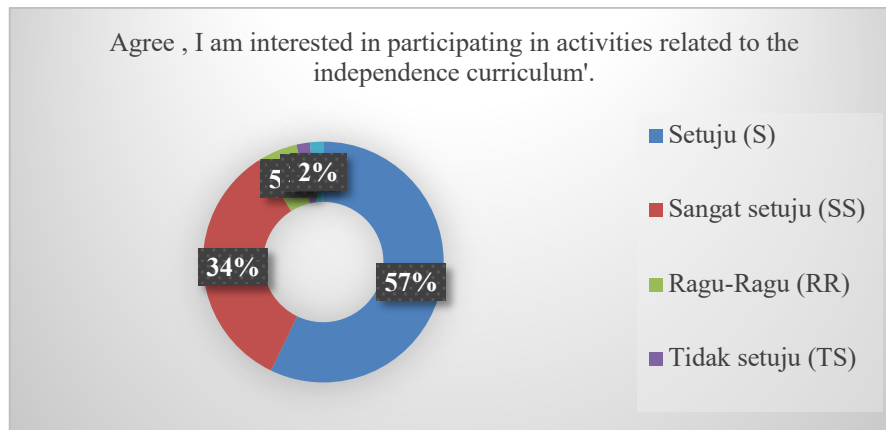


Figure 5. Diagram Physical Education Teachers' Interest in Following the Development of the Independent Curriculum

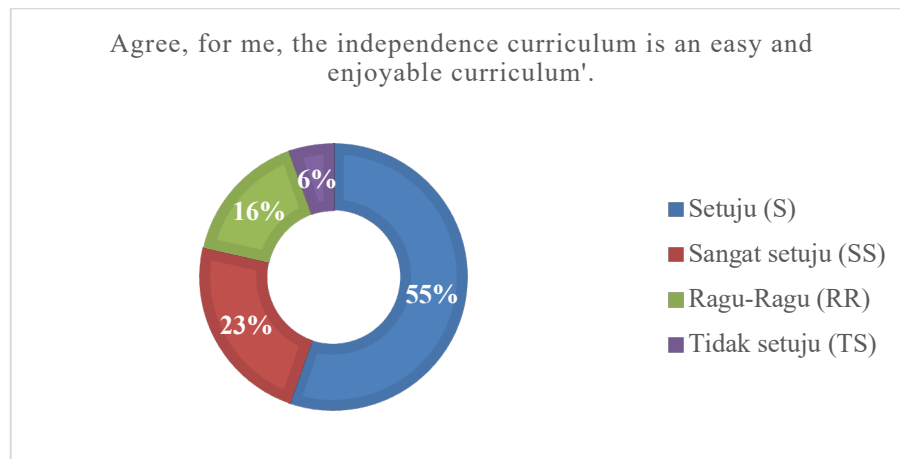


Diagram 6: Ease of independent curriculum

However, some respondents also felt that they were less enthusiastic about studying the independent curriculum and had difficulty understanding it completely.

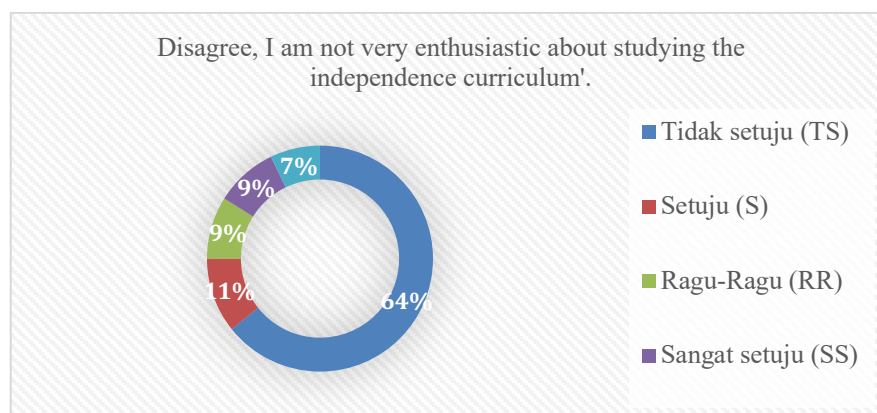


Figure 7. Diagram Difficulties of Physical Education Teachers in Implementing the Independent Curriculum

Discussion

The analysis of this study reveals several key perceptions of physical education teachers related to the implementation of the independent curriculum in schools. We will discuss these findings in relation to previous research and present three issues that can represent these findings: The need to improve communication, understanding, and support for the independent curriculum. Previous research has identified the amount of physical education learning time as one of the problems in implementing the independent curriculum (Dyrstad et al., 2018; Fauzan et al., 2023; Raibowo & Nopiyanto, 2020). Another thing that has also been found in previous research is related to the use of learning media in the independent curriculum (Choirudin et al., 2021; Nugraha et al., 2024; Yamin & Syahrir, 2020). The results of the study on the perceptions of physical education teachers show that the majority of respondents gave very positive support to the independent curriculum, with many feeling interested and considering it useful (Damayanti et al., 2023). However, there were still some respondents who were hesitant or disagreed, indicating the need for more effective communication and in-depth understanding to ensure broad and effective acceptance at all levels of education. Challenges in gaining support were also seen, with some respondents preferring other curricula and viewing the independence curriculum as a temporary policy. This emphasizes the importance of effective communication and transparency from the government. Overall, this study revealed that while there is strong support and interest in the independence curriculum, there is a need to improve communication, understanding, and support for this curriculum so that it can be accepted and implemented effectively in educational settings.

CONCLUSION

This study revealed that although there is strong support and great interest in the independent curriculum, there is a need to improve communication, understanding and support for this curriculum so that it can be accepted and implemented effectively in educational environments.

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