



RESTORATION OF THE PHYSICAL EDUCATION CURRICULUM IN ACHIEVE NATIONAL EDUCATION GOALS THROUGH THE INDEPENDENT CURRICULUM PROGRAM IN PRIMARY SCHOOLS

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Abstract

Restoring the Physical Education Curriculum in Elementary Schools to Help Achieve National Education Goals Through the Independent Curriculum Programme is the title of this study. The schools that use the Independent Curriculum have been greatly impacted by its adoption. Driving schools benefit from the freedom offered by the independent curriculum. The purpose of the autonomous curriculum is to preserve the implementation of physical education, sports, and health education. It does this by restoring the physical education curriculum, which was lost during the Covid-19 epidemic. An overview of the autonomous Curriculum Restoration as a kind of autonomous learning in elementary schools is the goal of this study. The library research technique was used to perform this study, and websites offering details on the Independent Curriculum in primary schools were examined. According to the study's findings, the government's efforts to reinstate the physical education curriculum via the Independent Curriculum are a tangible step towards reestablishing the educational system after the Covid-19. In responding to changes in the Independent Curriculum, school practitioners are required to study the Independent Curriculum more deeply, considering projects according to the student's phase so that achieving meaningful, deep and enjoyable learning outcomes as well as competent Pancasila students.

Keywords:

Curriculum, Physical Education, Education

Introduction

It was introduced in pioneer schools in mid-2013 on a limited basis for the 2013–2014 academic year, namely in elementary school classes I and IV. The four components of assessment included in the 2013 curriculum are knowledge, skills, attitude, and behaviour. Both new and simplified content has been introduced in the 2013 curriculum's deployment. Math has been added, while Indonesian, social sciences, civics, and other subjects have had content condensed. Still, based on (Suanto and Nurdiyana 2020) According to Minister of Education and Culture Regulation number 60 of 2014, which was issued on December 11, 2014, schools temporarily resumed using the education unit level curriculum, with the exception of primary and secondary education units, which had already been in use for three semesters. This marked the end of the 2013 curriculum's implementation. This suspension applies only to early childhood education and special education



units, and it will last no longer than the 2019–2020 academic year. But not many improvements were made to Indonesia's educational system after Muhadjir Effendy's resignation as Minister of Education and Culture in 2013. included in the 2017 Presidential Decree Number 87, which aims to reinforce As a component of the National Mental Revolution Movement, character education is a movement in education that places the onus on educational institutions to help students develop their character through the balancing of their emotions, senses, thoughts, and athletics as well as through collaboration and engagement between families, communities, and educational units (GNRM).

Under Presidential Decree No. 87 of 2017, the head of the formal education unit and instructors are responsible for implementing Strengthening Character Education (PPK) in the formal education units via the use of school/madrasah-based management concepts. Strengthening Character Education highlights how PPK implementation in extracurricular activities strengthens character values via activities that reinforce curriculum content based on statutory requirements in learning materials and learning methods (Suanto and Nurdiyana 2020) .

The curriculum for 2013 is character- and competency-based. According to the Minister of Education and Culture of the Republic of Indonesia, it is hoped that it will enhance the calibre of the educational process that results in the development of students' whole character and noble morals. This is accomplished through the study and internalisation of character values and noble morals, which then become manifest in daily behaviour. According to the explanation of article 35, which states that graduation competency is a graduate's ability qualification that includes attitudes, knowledge, and skills in accordance with the 2004 national standards by including attitudinal competency, knowledge, and skills in an integrated manner, this is also in line with the mandate of law number 20 of 2003 concerning the national education system (Edy Susanto 2019) .

Following his appointment on October 23, 2019, Nadiem Makarim became Indonesia's Minister of Education, Culture, Research, and Technology. Among his many excellent policies and initiatives pertaining to education was Penggera School. On February 1, 2021, the Indonesian Minister of Education, Culture, Research, and Technology officially opened the driving school programme.

On December 10, 2020, Nadiem Makarim modified and created the Independent Curriculum as an improvement over the 2013 curriculum. First, the National Standard School Examination (USBN) was changed to a test or assessment that is organised by the school in 2020. Student competency assessments were conducted in a variety of more comprehensive forms, giving teachers and schools the freedom to assess student learning outcomes. These are the first four independent learning policies outlined by the Ministry of Education and Culture (2021). Second, the National Examination will become the Minimum Competency Assessment (AKM) and Character Survey in 2021. This shift is intended to motivate educators and educational institutions to raise the standard of instruction by incorporating the best practices of international assessments like TIMSS and PISA. The AKM and Character Survey will concentrate on literacy, numeracy, and character development. Third, the creation of learning implementation tools (RPP) was simplified, reducing its original 13 components to just three main ones: learning goals, learning activities, and assessment. This attempts to provide instructors with enough time to plan, assess, and ensure that learning is both effective and



efficient. Fourth, in order to lessen disparities in regional access and quality, the policy for admitting new students is more lenient. Similar to this, we cannot disregard the need to study humans as a whole when it comes to physical education, sports, and health since these fields all include teaching people how to move from basic to very complicated motions. Physical education is more than just playing and moving; there is research to back it all. Beginning with physiologists and kinesiologists, psychologists discuss people. excellent motor abilities, physical and mental well-being.

Indonesia continues to face challenges in the realm of sports education, particularly in light of the Covid-19 pandemic-related assaults on the country. Sports education itself must once again adjust to the regulations put in place during the Covid-19 as the world of education has come to a standstill and schools have been shuttered in an effort to lower the mortality rate graph. During the Covid-19 pandemic, this curriculum was first introduced as an emergency curriculum via the independent curriculum. However, it was gradually established as an independent curriculum over time. The application and accomplishment of physical education remain repetitive in Indonesia. It is believed that this autonomous curriculum would encompass the close learning that took place during the Covid-19 (Ariga 2022) .

All educational levels teach courses related to physical education. Within Indonesia's educational system, physical education learning is taught from the early childhood, elementary, middle and high school levels. Physical education uses physical or physical activity which aims to develop and improve the physical quality of each individual (Kristiyandaru and Ristanto 2020)

Sports, health, and physical education are included into other courses or the curriculum as a whole. PJOK carries out learning interactions with students through physical activities that are arranged systematically according to age level and physical and mental development to improve physical and spiritual quality as a basis for achieving educational goals. Movement is an appearance displayed by humans in a real way and can be observed (Parwata 2021)

Methods

This research aims to provide a general overview of the restoration of the Physical Education Curriculum through the Independent Curriculum in elementary schools in terms of the implementation of the independent curriculum in physical education subjects. The research method applied by researchers in this article is the *Library Research* (library study) method (Sherly, Dharma, and Sihombing 2021). This research uses *Library Research* (library study) data information obtained from various sources, books, journal articles related to the problem at hand. will be discussed. For this reason, researchers collect library data, information that has been documented in books, journals, notes, read and take notes and process research materials related to the development of an independent curriculum. In this research, the data object sought by the researcher is by looking for literature that is appropriate to the problem raised. Researchers look for data to answer the problems raised by reading various appropriate references. Through library research, you can provide results of what you are looking for through the data sources used.



Participants/setting planning

This research was carried out at the Buana Perjuangan University Campus Library and visited websites that could provide information relevant to the issues being raised

Population & Sample/Data Source

To gather information for this study, the author used both primary and secondary data sources. Primary data refers to information that serves as the primary source for library research on a variety of topics pertaining to the study's subject. Secondary data is information gathered from several sources that contains a variety of research-related details, following the primary source. These are the secondary data from this study:

No	Title & Researcher	Data Sources and Research Activities	Research Objectives and Results
1	Implementation of the 2013 Curriculum Learning Process at SD Negeri 4 Kradegan (Imam Dwi Usahanto 2017)	Study of the 2013 Curriculum Implementation Process at SD Negeri 4 Kradegan. Grid for Observation Guidelines for the 2013 Curriculum Learning Implementation Process.	Knowing the process of implementing the 2013 curriculum learning at SD Negeri 4 Kradegan. The research results show that the implementation of the learning process includes planning, implementation and assessment.
2	Implementation of the Independent Learning Curriculum in Driving Schools (Restu Rahayu, Rita Rosita, Yayu Rahayuningsih, Asep Herry Hernawan, Prihantiti, 2022)	Qualitative descriptive methods are used in this research method. This qualitative descriptive method is a research method that describes, describes and analyzes objects from a particular situation from all data obtained during field activities.	Identifying and obtaining information about the implementation of the independent curriculum in driving schools. The results of this research show that the implementation of the independent curriculum in driving schools has been carried out optimally and is ongoing, although in its implementation there are still many shortcomings and obstacles.
3	Re-Orientation of Physical Education into an Educational and Humanitarian Perspective: Achieving Student Learning and Leading to Physically Educated Students (Dr. Bambang Abduljabar, M.Pd. 2018)	Qualitative descriptive methods were used in this research.	The results of this research are based on philosophical, pedagogical and humanitarian analysis. It is recognized that there needs to be a shift from the orientation of sports socialization forms to critical-constructivist-based teaching of movement socialization so that physical education has an educational and humanitarian spirit for the needs of students which ensures that the body in its movement potential is integrated with itself and does not separate itself. with the environment.
4	Readiness of Elementary School Physical Education, Sports and Health Teachers in Implementing Learning Based on the 2013 Curriculum in Elementary Schools in Bantul District (Tesar	This research is quantitative research using survey methods. The instrument uses a questionnaire containing questions.	To find out the readiness of elementary school physical education, sports and health teachers in implementing learning based on the 2013 curriculum in elementary schools in Bantul sub-district. The results of this research show that the readiness of elementary school sports and health education teachers in implementing learning based on the 2013 curriculum in elementary schools in Bantul District is categorized as very good, 9 people or



	Dwi Arfianto, 2018)		33%, good 17 people or 63%, enough 1 person or 3.7 %, less 0 or 0% and very less 0 or 0%. So that the dominant readiness of elementary school physical education, sports and health teachers in implementing learning based on the 2013 curriculum in elementary schools throughout Bantul District is good.
5	Independent Curriculum: The Meaning of Independence in Learning Planning in Elementary Schools (Yekti Ardianti, Nur Amalia, 2022)	This research is qualitative research with a phenomenological approach. The qualitative design was implemented and carried out by principals and grade 1 teachers and grade 4 teachers. Data collection used interviews and document analysis. Interactive model analysis techniques.	Analyze the independent curriculum further by focusing on planning the implementation of the independent curriculum and learning planning on the independent curriculum at the elementary school level. The research results show that implementing an independent curriculum requires the readiness of school principals and teachers to learn new things.

Instruments / Data Collection Techniques

methods for applying data collecting strategies, including observation, documentation, and interviews. The researcher's data collecting strategy utilises the documentary approach by looking through and searching for data in the form of notes, papers, transcripts, books, magazines, and other materials since this study employs the qualitative research method using the library research model. This approach is used by researchers to gather the information required to address a certain topic. Performing documentation in search of information on objects or variables in the form of notes, books, papers, articles, journals, and some of them is the process of collecting literature. (Sherly et al. 2021) Data collection techniques in the form of documentation make it easier to find the data you are looking for related to what is being researched.

Procedure

This study's method of gathering data is by examining how the autonomous curriculum is being implemented in the areas of health, sports, and physical education. Researchers collect data using journal documentation, books, notes, and visiting websites related to the research title, then collect the research results obtained and after that the researcher can conclude the results. One way to achieve data validity is through a triangulation process. "Triangulation is a technique for checking the validity of data that utilizes something else" (Meoleong, 2006:330). The validity of qualitative research data using different terms includes *credibility* (interbal validity), *transferability* (external validity), *dependability* (reliability) and *confirmability* (objectivity) (Sugiyono, 2011: 366). This research uses a credibility test *by* conducting triangulation and using materials. Reference: According to Susan in Sugiyono (2011:330), the aim of triangulation is not to seek the truth about phenomena, but rather to increase the researcher's understanding of what has been found.



Data Analysis

Data analysis is a systematic process of searching for and organizing interview transcripts, field notes and other materials that researchers have collected to improve the researcher's own understanding of these materials and to enable the researcher to present what the researcher has found to others. According to Miles and Huberman, there are several steps that must be taken in qualitative data analysis, namely:

1) Data reduction

The selection, concentration, simplification, attraction, and modification of "raw data" found in recorded field notes are referred to as data reduction techniques. Data reduction is known to happen continually across the course of a qualitatively focused project—in fact, it might happen "before" the data is ever gathered. According to (Emzir 2011) Data reduction is not something separate from analysis. Data reduction is a component of analysis, as are the decisions the researcher makes about which data points to code in order to extract specific information and how to summarise trends across several data points in order to tell the narrative.

2) Data Model/Data Presentation

Data presentation is an activity when a collection of information is disassembled as (Emzir 2011) Watching a programme enables us to comprehend the situation and do more research or take appropriate action.

3) Drawing Conclusions

The analytical activity's third stage involves gathering data for conclusion verification. Qualitative research starts identifying the "force" of anything as soon as data are gathered, taking note of patterns, regularities, explanations, potential configurations, causal flows, and proportions. Although forming conclusions is simply one step in the data analysis process, skilled researchers may manage these findings with clarity and retain integrity, scepticism, etc.

Results

By being more focused on character education through the dimensions of the Pancasila student profile—which serves as the foundation for the restoration of physical education in order to achieve national education goals—the Independent Curriculum can be implemented as a step towards renewing the educational system. The project of raising the profile of Pancasila students could supplement the attitudes, knowledge, and skills competencies that were present in the previous curriculum system because the previous curriculum's implementation only covered spiritual and social attitudes, which in this regard had a very broad scope. Driving schools use the Pancasila student profile as part of their autonomous curriculum learning process, which strives to generate graduates who are capable and respect moral principles. Based on the high ideals of Pancasila, students are expected to possess a variety of character qualities and competences that make up the Pancasila student profile. autonomous curriculum implementation as a means of pursuing national



education objectives based on Pancasila ideals. There are several components and six dimensions in the Pancasila student profile

Dimensions	Element
1. Have faith, be devoted to God Almighty, and have noble character	<ul style="list-style-type: none"> a. Religious morals. b. Personal morals. c. Morals towards humans. d. Morals towards nature and e. State morals.
2. Global Diversity	<ul style="list-style-type: none"> a. Get to know and appreciate culture. b. Intercultural communication skills in interacting with others c. Reflection and responsibility for the puppet experience.
3. Independent	<ul style="list-style-type: none"> a. Awareness of yourself and the situation you are facing. b. Self-regulation.
4. Work together	<ul style="list-style-type: none"> a. Collaboration. b. Concern. c. Share
5. Critical Reasoning	<ul style="list-style-type: none"> a. Obtain and process information and ideas. b. Analyze and evaluate reasoning. c. Reflecting on thoughts and thought processes. d. Make decisions.
6. Creative	<ul style="list-style-type: none"> a. Generate original ideas; b. Produce original work and actions.

Extracurricular activities, projects to raise the profile of Pancasila students, and intracurricular activities make up the framework of the autonomous curriculum. It can be said that there is no longer a KKM in the independent curriculum because the comprehensive assessment used in schools as part of the curriculum encourages students to have competencies in line with their interests and talents rather than placing pressure on them to get the required minimum score (Rahayu et al. 2022). As stated in the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021, the basic curriculum framework consists of:

- a. Curriculum Structure
- b. Learning outcomes
- c. Principles of learning and assessment.



In every implementation of the independent curriculum, every activity must produce a Pancasila student profile project. Based on explanation (Abduljabar, 2018) Physical education in its pure concept is education for physical literacy, especially physical literacy in its movement potential, just like language education, which means language literacy to be literate in language or mathematics education to be literate in numbers and good at logic, then physical education also means physical literacy to be literate and intelligent. physical. Although achieving the stage of implementing the independent curriculum as a whole cannot be said to be easy, all practitioners must be able to implement the independent curriculum for all phases so that schools can achieve the learning achievement goals.

Implementation of the Independent Learning Curriculum for Physical Education, Sports and Health:

1. Compile KOS
2. Reviewing ATP to develop teaching modules
3. Implementing the Independent Driving School Curriculum with student characteristics as the center and teachers teaching students based on students' abilities, talents and interests.
4. Increase insight and ability to implement Driving Schools through workshops, PMO, Coaching, Workshops and training.
5. Expo and Driving School Expo

Characteristics of Physical Education, Sports and Health Subjects (PJOK) Physical education, sports and health have characteristics;

1. Oriented to the formation of students who are physically literate and able to apply it in real life throughout life.
2. Involving students in direct, real and authentic experiences to improve creativity, critical reasoning, collaboration and communication skills, as well as thinking at a higher level through physical activity.
3. Taking into account the characteristics of students, movement tasks , and environmental support based on the principle of developmentally appropriate practices (DAP)
4. School administration is based on the nation's noble values to form a Pancasila student profile.
5. Contains elements of movement skills, movement knowledge, use of movement, as well as character development and internalization of movement values.

Elements of Learning Achievements in Physical Education, Sports and Health Subjects and their descriptions (Group et al. 2022).

Element	Description
Movement Skills	This element is in the form of the specifics of PJOK learning which is an educational process about and through physical activity, consisting of sub-elements: a) Basic Movement Pattern Development Activities (<i>Fundamental Movement Pattern</i>), and b) Motor Skills Development Activities in the form of Selected Games and Sports Activities, Gymnastics Activities, Rhythmic Movement Activities, and Games and Water Sports Activities (conditional)



<p>Movement Knowledge</p>	<p>This element is in the form of understanding, application, analysis, evaluation and creation of concepts, principles, procedures, tactics and movement strategies as a basis for carrying out skills, performance and an active living culture in each sub-element:</p> <ul style="list-style-type: none"> a) <i>Basic Movement Pattern</i> Development Activities and b) Movement Skills Development Activities (Motor Skills) in the form of Selected Games and Sports Activities, Gymnastics Activities, Movement Activities, as well as Games and Water Sports Activities (conditional)
<p>Utilization of Motion</p>	<p>This element is in the form of knowledge and movement skills and their use in everyday life, consisting of sub-elements:</p> <ul style="list-style-type: none"> a) Activities Maintaining and improving physical fitness related to health and skills, and b) Healthy Life Behavior Patterns
<p>Character Development and Internalization of Movement Values</p>	<p>This element is in the form of gradual character development and internalization of movement values designed through various physical activities, consisting of sub-elements:</p> <ul style="list-style-type: none"> a) Personal and social responsibility, as well b) Values of fun, challenge, self-expression and social interaction

Learning Achievements of Each Phase

1. Phase A (generally Classes I and II SD/MI/Pakaet A Program)
 At the end of phase A, students can demonstrate various basic movement pattern activities and movement skills as a result of imitation from various sources, understand the concepts and principles of correct movement, understand and practice physical activities for the development of fitness and healthy lifestyle behavior patterns, show initial responsible behavior. personal and social responsibility, and accept the values of physical activity.
2. Phase B (Generally Classes III and IV SD/MI/Paker A Program)
 At the end of phase B, students can demonstrate the ability to vary and combine various basic movement pattern activities and movement skills independently (without copying examples) based on the application of correct movement procedures, implementing physical activity procedures for the development of fitness and healthy lifestyle behavior patterns, consistently demonstrate personal and social responsible behavior over a certain period of time, and support the values of physical activity.
3. Phase C (Generally Class V and CI SD/MI/Package A Program)
 At the end of phase C, students can demonstrate the ability to practice modifying various basic movement pattern activities and movement skills, based on the application of correct movement concepts and principles, applying activity concepts and principles for the development of physical fitness, as well as healthy lifestyle behavior patterns, demonstrating good behavior. personal and social responsibility over a longer period of time consistently, as well as believing in the values of physical activity.

Discussion

Based on this research and previous research, the researcher found a harmony where the application or implementation of the independent curriculum could cover the learning loss that occurred during



the Covid-19 pandemic and the important role of policy stakeholders (school principals) and the commitment of the school community had a big influence on the implementation of the independent curriculum. The results of this research are relevant to research conducted by (Sumarsih et al. 2022) which explains that the existence of school driving schools can make schools and students catch up in learning, so that they can encourage various kinds of unique participatory programs, and many innovations, as well as work. and the teachers who support their leaders participate in creating a driving school. Apart from being a driving school, students can have broader insight by providing literacy that physical education, sports and health lessons are not just about carrying out movement activities but can lead students to the best quality of life, because so far physical education is still in the old paradigm which only forms students so that they can master one of the sports branches ready to take part in inter-school competitions.

Conclusion

The government's steps to overcome learning loss by restoring the 2013 curriculum through the independent curriculum are concrete concrete steps after the Covid-19 pandemic. Physical Education, Sports and Health is one of the subjects at school that can influence a person's life, because physical education, sports and health do not only focus on psychomotor aspects (movement skills) but also pay attention to cognitive aspects (knowledge) and affective aspects (behavior). Physical education, sports and health teachers must be able to be agents of transformation for students both in learning and outside teaching hours. In accordance with the curriculum, teachers are also required to increase the importance of physical literacy for students. The concept of independent learning can trigger students to develop character through physical activities that appear in physical education, sports and health learning. The independent curriculum makes students choose physical activities that will be carried out according to their interests, according to the instructions for implementing physical literacy given by the teacher, one of which is the learning design which is a very important aspect before carrying out learning. In implementing the independent curriculum, it is necessary to eliminate the old paradigm as the first step in learning so that good planning can be made, the planning is well structured so that the direction and objectives of learning can be carried out and controlled well then the end of the learning is the implementation of meaningful evaluation. By providing flexibility with no elements of omission in implementation, it is hoped that the learning objectives can be achieved, one of which is physical education, sports and health.

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