

IMPLEMENTING THE INDEPENDENT CURRICULUM IN PHYSICAL EDUCATION AT PUBLIC SENIOR HIGH SCHOOL 5 OF BUNGO

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ABSTRACT

This study addresses the limited implementation of student-centered learning in Physical Education at Public Senior High School 5 of Bungo, where conventional lecture-based approaches still dominate. Teachers' limited understanding of the Independent Curriculum, particularly in student-centered learning, differentiated instruction, and formative assessment, has resulted in low student participation and motivation. This research aims to analyze the implementation of the Independent Curriculum in Physical Education and identify its supporting and inhibiting factors. A qualitative descriptive approach was employed. The study was conducted at Public Senior High School 5 of Bungo involving the principal, Physical Education teachers, and students as research subjects. Data were collected through observations, interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings revealed that the implementation of the Independent Curriculum had been carried out effectively through student-centered, differentiated, and project-based learning. Teachers adapted teaching modules and learning activities based on students' needs and abilities. As a result, students became more active, motivated, and engaged. Supporting factors included teacher readiness, school support, and student enthusiasm, while obstacles involved limited facilities and difficulties in designing project-based learning. In conclusion, the Independent Curriculum improves the quality of Physical Education learning, although continuous improvement is needed to overcome existing challenges.

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INTRODUCTION

Education is an effort to develop abilities or potential so that they can live optimally both as individuals and members of society, while also possessing social and moral values as a guideline for their lives. In the Indonesian education system, the curriculum plays a crucial role as a reference for organizing learning in schools. Curriculum planning and implementation emphasize the use of learning methods and strategies that enable students to master the subject

matter. A good curriculum will prepare students to become individuals who are not only cognitively intelligent but also possess balanced social, emotional, and physical skills (Indy, 2019: 3).

The Independent Curriculum is about returning the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum into their assessments. The Independent Learning Curriculum aims for students, as well as parents, to experience a happy atmosphere. This goal will not be achieved without the competence of an educator in creating a happy learning environment (Kusumawati, et al., 2022:2).

One of the subjects that holds a strategic position in the independent curriculum is Physical Education. Physical Education plays a crucial role in shaping students' personalities, particularly in aspects of physical health, emotional intelligence, sportsmanship, cooperation, and discipline (Suri, et al., 2025:140). According to (Mulzaman, et al. 2024:22) Physical education is not just a physical activity, but also a means of character building and learning social values in a real-life context. In other words, physical education is a holistic learning vehicle that touches on cognitive, affective, and psychomotor aspects in an integrated.

However, in practice, the implementation of the Independent Curriculum in Physical Education has not fully run as expected. Based on the results of initial observations conducted on July 21, 2025 at Public Senior High School 5 of Bungo, several problems were found related to the implementation of the curriculum, particularly in the learning process. One of the main findings was the continued dominance of conventional learning approaches used by teachers in teaching and learning activities. Teachers tend to use one-way lecture and demonstration methods without providing sufficient opportunities for students to actively engage in the learning process.

This is inconsistent with the spirit of the Independent Curriculum, which emphasizes student-centered learning, encourages active participation, and accommodates individual student interests, talents, and potential (Fatmawati, 2020:25). In the context of the National Curriculum, educators should act as facilitators, providing learning freedom and guiding students in the exploration and development of skills, particularly in the areas of movement, teamwork, and sportsmanship, which are at the core of Physical Education subjects (Yestiani, et al., 2020:43).

In fact, the Independent Curriculum emphasizes the importance of a student-centered learning approach. In Physical Education learning, this approach can be realized through learning that emphasizes direct experience (experiential learning), providing a choice of activities that suit students' interests and talents, and implementing projects that encourage teamwork and critical thinking skills. According to Salsabila, Shafa (2024), the social constructivist approach to learning has become a topic that has attracted the attention of many academics and educational practitioners. Social constructivism refers to a learning theory that emphasizes the importance of social interaction in the learning process. In this approach, students are not merely recipients of information, but are actively involved in constructing knowledge and understanding through interactions with others.

Furthermore, based on initial interviews with several students in grades X and XI at Public Senior High School 5 of Bungo, it was found that they felt less motivated in participating in Physical Education classes. They stated that learning activities tended to be repetitive and less varied, such as warming up, running, or playing soccer without clear learning objectives. As a result, students participate in learning only as a routine without understanding its benefits.

This situation indicates a gap between curriculum expectations and actual practice. However, the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency Number 008/H/KR/2022, dated February 15, 2022, concerning Learning Outcomes in Early Childhood Education, Elementary Education, and Secondary Education in the Independent Curriculum, states that physical education learning should be designed to develop

comprehensive competencies, including positive attitudes toward physical activity, the ability to work together, and awareness of the importance of a healthy lifestyle.

According to the Minister of Education and Culture Regulation No. 22 of 2016 concerning the Standards for Elementary and Secondary Education Processes, the learning process must be carried out interactively, inspiringly, fun, challenging, and motivating students to participate actively, while providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students. In the context of Physical Education, this means that learning must be able to accommodate the diversity of student potential, pay attention to individual fitness levels, and provide space for meaningful learning.

Other subjects, Physical Education contributes to the implementation and achievement of the Pancasila Student Profile. In general, if we consider direct and indirect learning, all dimensions of the Pancasila Student Profile can be supported by Physical Education through these two types of learning. However, in the context of efforts to achieve and implement the Pancasila Student Profile through intracurricular learning, learning is directed at the awareness that the goal to be achieved is the Pancasila Student Profile. Therefore, indicators of the development path in the Pancasila Student Profile need to be learning points and assessment indicators, so that efforts to achieve and implement the Pancasila Student Profile can be planned, implemented well and measured (Raihani, 2024:71). Physical Education learning tends to be more strongly supportive of the achievement or implementation of the Pancasila Student Profile in the dimensions of independence and mutual cooperation. However, this does not mean that other dimensions cannot be applied in Physical Education learning. Physical Education teachers can support the achievement of other dimensions of the Pancasila Student Profile besides independence and mutual cooperation through indirect *learning* (Syahrafi et al., 2025: 590).

In this case, the role of educators becomes very central. Educators are required to have adequate pedagogical, professional, social and personality competencies. Physical Education educators must be able to design challenging and enjoyable activities, facilitate discussion and reflection, and conduct fair and development-oriented evaluations for students. However, the reality on the ground shows that many educators still struggle to translate curriculum documents into concrete learning practices (Anggreana, et al. 2022)

On the other hand, curriculum implementation is also influenced by environmental factors, including school culture, principal support, availability of facilities, and parental involvement. If support from the school and the community is less than optimal, educators' efforts to implement the curriculum optimally will face significant obstacles.

Given these various issues, it is crucial to conduct research specifically examining the implementation of the Independent Curriculum in Physical Education subjects at Public Senior High School 5 of Bungo. This study aims to identify how learning is planned, implemented, and evaluated, as well as to determine supporting and inhibiting factors. The results of this study are expected to make a real contribution to improving the quality of physical education learning in schools, as well as provide input for policymakers in designing teacher training, providing facilities, and strengthening the overall implementation of the curriculum.

METHOD

This research used a qualitative approach with a descriptive research type. This research was conducted at Public Senior High School 5 of Bungo, which is located in Bungo Regency, Jambi Province, Indonesia. This school is one of the public senior high schools under the Jambi Provincial Education Office.

The research subjects consisted of the principal, two Physical Education teachers, and students from grades X and XI. The selection of research subjects was carried out using a

purposive sampling technique, namely selecting informants who were directly involved in the implementation of the Independent Curriculum in Physical Education learning.

In this study, several types of instruments were used, including interview guides, observation sheets, and documentation. Data collection techniques in this study were conducted through in-depth interviews, direct observation of the learning process, and documentation of relevant school data.

Data analysis techniques used included data reduction, data display, and conclusion drawing or verification. These steps were carried out systematically to obtain valid and meaningful findings. This research refers to qualitative research procedures as proposed by Moleong (2021), which emphasize understanding social phenomena in a natural context.

RESULTS AND DISCUSSION

Results

Implementation of The Independent Curriculum in The Physical Education Subject at Public Senior High School 5 of Bungo

The findings of this study were presented based on data obtained from interviews, observations, and documentation regarding the implementation of the Independent Curriculum in Physical Education at Public Senior High School 5 of Bungo.

a. Context

In terms of context, the study found that all informants considered the implementation of the Independent Curriculum in Physical Education at Public Senior High School 5 of Bungo to be highly appropriate for the current situation. In general, teachers and students understood that physical education was the subject most closely aligned with the principles of the Independent Curriculum, particularly in terms of character building, 21st-century skills development, and providing students with space to express themselves according to their interests and talents. This view was evident in various interviews conducted by the researchers.

According to Physical Education Teacher 1, he emphasized that the Independent Curriculum aligns closely with the character of Physical Education learning. He said:

"Physical education and sports are very relevant to the independent curriculum because they support children's character development, the fitness of Pancasila learning profiles, active learning, and clear contextualization. Sports are very enjoyable, especially for children of that age."

This statement demonstrates that teachers understand the alignment between Physical Education and the Independent Curriculum in three aspects: character, physical activity, and contextual learning. This analysis is significant because it demonstrates that teachers philosophically view curriculum change as an opportunity, not a burden. Teachers see the Pancasila Student Profile values of discipline, mutual cooperation, and sportsmanship as naturally emerging through sports activities.

b. Input

The Input Component in the CIPP model functions to assess school readiness, teacher competency, infrastructure, and environmental support in implementing the Independent Curriculum in physical education subjects. Based on the research results, the implementation of the Independent Curriculum at Public Senior High School 5 of Bungo received quite good support, although there were still several obstacles, especially related to the completeness of facilities and infrastructure.

One important element of the input component is teacher competency. Physical Education teachers at Public Senior High School 5 of Bungo are well-prepared, having participated in training, both at the school and through external sources. Physical Education Teacher 1 explained:

"Yes, as sports teachers, we have participated in several special training sessions on the independent curriculum to prepare us for implementing it in our lessons."

This statement shows that teachers have strong initial competency capital in implementing the Independent Curriculum. The training provided technical knowledge regarding the preparation of teaching modules, learning objectives, and authentic assessment. This is important because the success of implementing the new curriculum is greatly influenced by the readiness of teachers as implementers of learning in the classroom.

c. Process

Process component of the CIPP model assesses how the curriculum is implemented in the classroom. In physical education learning at Public Senior High School 5 of Bungo, the implementation of the Independent Curriculum is carried out through various strategies such as differentiated learning, active-participatory methods, character value integration, and authentic assessment. Research findings indicate that the learning process is strongly aligned with the principles of independent learning, although several obstacles remain.

According to the Physical Education 1 teacher, being a resource person is crucial for understanding how the learning process occurs on a daily basis. He explained that he implements differentiated learning by adapting materials and activities based on student abilities. In an interview, he said:

"I implement learning in a differentiated way by adjusting materials, methods, and activities according to students' needs."

The statement explains that teachers have implemented the core principle of the Independent Curriculum, namely differentiated learning. Teachers understand that students have different physical abilities, so activities should not be uniform. This strategy allows each student to learn at their own pace without feeling left behind or forced to meet the same standards.

d. Product

Product component in the CIPP evaluation model focuses on the results achieved from the implementation of the Independent Curriculum in physical education learning at Public Senior High School 5 of Bungo. The intended product is not only learning outcomes in the form of physical skills, but also character development, interests, enthusiasm, and changes in students' attitudes toward learning. Research shows that the implementation of the Independent Curriculum has had a significant positive impact on both students and teachers, although several aspects still need improvement.

Physical Education Teacher 1 revealed that student learning outcomes have shown consistent improvement since the implementation of the Independent Curriculum. He said in an interview:

"Learning outcomes have shown improvement, especially in skills, motivation, and character development."

This statement demonstrates that the Independent Curriculum has a positive impact on various learning domains: cognitive (understanding movement techniques), affective (motivation and attitudes), and psychomotor (motor skills). Teachers view increased student activity and courage as indicators of successful curriculum implementation. This aligns with the objectives of the Independent Curriculum, which prioritizes student independence and creativity.

The second Physical Education teacher also provided a similar assessment regarding the students' motoric development and character. He said:

"Regarding student learning outcomes, we cannot equate all students. Each student has different results and different standards."

This statement emphasizes that the success of the Independent Curriculum is measured not only by physical abilities but also by improvements in students' character and social ethics. Teachers assess that students not only gain skills but also become more emotionally mature. Sportsmanship and cooperation are strong indicators of students' socio-emotional development, which is the primary target of the Pancasila Student Profile.

Supporting and Inhibiting Factors in The Implementation of The Independent Curriculum in The Subject of Physical Education at Public Senior High School 5 of Bungo

Based on the results of interviews with teachers, principals, and observations conducted, there are several factors that influence the successful implementation of the Independent Curriculum in physical education learning at Public Senior High School 5 of Bungo. These factors include supporting and inhibiting factors.

a. Supporting Factors

Commitment and readiness of Physical Education teachers: Physical Education teachers have participated in training related to the implementation of the Independent Curriculum, thus having a fairly good basic understanding of the development of teaching modules, differentiated learning, and authentic assessment. Teachers' enthusiasm in trying new methods is an important asset in supporting successful implementation.

Support from the principal and fellow teachers: The principal provides support in the form of supervision, regular discussions, and encouragement for collaboration between teachers. A mutually supportive school climate makes it easier for Physical Education teachers to innovate in learning.

Compliance of Physical Education with the principles of the Independent Curriculum: Physical Education subjects are naturally highly relevant to active, participatory learning and character building. This makes it easier for teachers to integrate the values of the Pancasila Student Profile into every learning activity.

Student motivation and enthusiasm: Students generally have a high interest in physical activity. This enthusiasm supports the implementation of learning based on physical activities, games, and collaboration, so that learning can take place more effectively.

b. Inhibiting Factors

Limited sports facilities and infrastructure: One of the main obstacles is the lack of certain sports facilities such as athletic tracks, game equipment, and skills evaluation tools. This makes it difficult for teachers when they want to implement optimal learning according to the principles of the Independent Curriculum.

Differences in physical abilities and interests of students: Some students have physical limitations or different interests in sports activities. This requires teachers to implement more complex differentiated learning so that all students can participate.

Obstacles in designing project-based learning: Teachers still face challenges in designing learning projects that suit the characteristics of Physical Education, especially due to limited time, facilities, and the need for more intensive classroom management.

Lack of variety in learning methods: Although this has begun to change, teachers still tend to rely on demonstration and practical methods. Learning innovations still need to be improved to better align with the demands of the Independent Curriculum.

Discussion

Implementation of The Independent Curriculum in The Physical Education Subject at Public Senior High School 5 of Bungo

The discussion on the implementation of the Independent Curriculum in Physical Education at Public Senior High School 5 of Bungo was analyzed using the CIPP (Context, Input, Process, Product) evaluation model. This model was chosen because it can comprehensively describe the implementation of educational policies, starting from contextual suitability, resource readiness, learning implementation, and achieved results.

a. Context

In terms of context, the research results showed that Physical Education at Public Senior High School 5 of Bungo had strong alignment with the direction and principles of the

Independent Curriculum. Physical Education emphasizes active learning, direct experience, and character building, which are the main principles of the curriculum.

The Independent Curriculum is designed to encourage student-centered and contextual learning oriented toward strengthening the Pancasila Student Profile (Kemendikbudristek, 2022). The findings showed that learning emphasized not only motor skills but also character values such as discipline, sportsmanship, cooperation, and responsibility.

These results align with research by Sutisna and Rahman (2022), which concluded that Physical Education is one of the most relevant subjects for implementing the Independent Curriculum due to its active learning characteristics and strong character building. Furthermore, research by (Hidayat et al., 2023:159) in secondary schools showed that Physical Education naturally supports the achievement of the Pancasila Student Profile through physical and social activities.

Thus, from a contextual aspect, the implementation of the Independent Curriculum in Physical Education at Public Senior High School 5 of Bungo is in a supportive condition and is in line with the needs of students and national curriculum policies.

b. Input

Input aspects include teacher readiness, school support, and the availability of learning facilities and infrastructure. Research shows that physical education teachers at Public Senior High School 5 of Bungo have a basic understanding of the Independent Curriculum, acquired through training and mentoring. Teachers have also prepared teaching modules that are tailored to the learning achievements and characteristics of students.

According to curriculum implementation theory, teacher readiness is a key factor in the success of curriculum change (Fullan, 2007). This finding is in line with research by (Nurhadi and Suyanto, 2022:125), which stated that the Independent Curriculum training had a positive effect on teachers' abilities in compiling teaching modules and implementing differentiated learning.

In terms of managerial support, the principal provides space for teachers to innovate, discuss, and collaborate. This strengthens the implementation of the Independent Curriculum because instructional leadership plays a major role in creating a conducive school climate. (Wahyuni, 2023:148) research in public high schools concluded that the principal's support contributed significantly to the successful implementation of the Independent Curriculum.

However, the research results also show that sports facilities and infrastructure are still limited. The limitations of certain tools and facilities are an obstacle in optimizing Physical Education learning. This condition is in line with the findings of Putra et al. (2022) stated that limited sports facilities are still the main obstacle to implementing the Independent Curriculum in Physical Education subjects in many schools.

c. Process

In terms of process, the implementation of the Independent Curriculum at Public Senior High School 5 of Bungo has shown significant changes compared to conventional learning. Physical Education teachers have begun implementing student-centered learning through games, group work, simple projects, and learning reflections.

Theoretically, student-centered learning is based on constructivism theory which states that knowledge is built through experience and interaction (Piaget and Vygotsky). The application of differentiated learning found in this study reinforces this principle, as teachers adapt activities based on students' abilities and needs.

The results of this study are in line with the study by (Rahayu et al., 2025:3) which found that the application of differentiated learning in Physical Education increased student participation and motivation. In addition, teacher reflection on learning also supports formative assessment, which is a characteristic of the Independent Curriculum.

Observations show that students at Public Senior High School 5 of Bungo are more active, enthusiastic, and engaged in learning. Teachers are no longer the sole source of

learning, but rather act as facilitators. However, teachers still face challenges in designing optimal project-based learning due to limited time and facilities. This is in line with research by (Sari et al., 2024: 56) stated that project-based learning in Physical Education requires careful planning and adequate support facilities.

d. Product

In terms of product aspects, the research results show that the implementation of the Independent Curriculum in the Physical Education subject at Public Senior High School 5 of Bungo has a positive impact on student learning outcomes. The impact is not only seen in improving motor skills, but also in aspects of students' attitudes and character.

Students demonstrated increased discipline, sportsmanship, cooperation, and awareness of the importance of physical activity. This aligns with the Physical Education objectives of the Independent Curriculum, which emphasize a balance between competence, character, and healthy lifestyle habits.

Pratama and Lestari's in (Tyas et al., 2024:540) research shows that the implementation of the Independent Curriculum in Physical Education Care contributes positively to the formation of students' character. In addition, Yuliana in (Harahap,2025) found that students were more motivated and enjoyed learning when learning was designed flexibly and centered on their interests.

The research results also showed that learning outcomes were not evenly distributed due to differences in students' abilities and limited facilities. Therefore, learning outcomes need to be continuously used as a basis for reflection and improvement in the next learning cycle, as per the principle of continuous improvement in the Independent Curriculum.

Supporting and Inhibiting Factors in The Implementation of The Independent Curriculum in The Subject of Physical Education at Public Senior High School 5 of Bungo

Supporting and inhibiting factors are important aspects in determining the success of the implementation of the Independent Curriculum. The research results show that one of the main supporting factors for the implementation of the Independent Curriculum at Public Senior High School 5 of Bungo is the competence and commitment of the Physical Education teachers. Teachers have participated in Independent Curriculum training and demonstrated a willingness to innovate in learning. This aligns with (Wahyuni, 2023:159) research, which states that teacher readiness and competence are key factors in the successful implementation of the new curriculum in schools.

The principal's support is also a significant supporting factor. The principal plays a role in creating a conducive school climate, providing space for teachers to innovate, and encouraging collaboration between teachers. From the perspective of instructional leadership theory, the principal has a strategic role in improving the quality of learning through academic supervision and professional support. Research conducted by (Mulyasa, 2024) confirms that effective principal leadership contributes directly to the successful implementation of educational policies at the educational unit level.

The characteristics of Physical Education also supported implementation because the subject is closely related to active and participatory learning. Physical Education naturally aligns with the principles of active, contextual, and hands-on learning. Anwar's opinion in (Afriyandi et al., 2025:36) shows that Physical Education is relatively easier to adopt than other subjects in the Independent Curriculum because physical activity and group work are already part of everyday learning.

Several inhibiting factors were also identified, including limited facilities and infrastructure, which became the main obstacle in implementing optimal learning. Limited sports facilities and infrastructure were the main obstacle to implementing the Independent Curriculum at Public Senior High School 5 of Bungo. Incomplete facilities limit the variety of

learning activities and the optimal implementation of Physical Education projects. This finding is in line with (Hidayat et al., 2023:158) research which states that limited facilities are a classic obstacle in Physical Education learning, especially in regional schools.

Furthermore, differences in students' abilities and interests posed challenges for teachers in applying differentiated learning effectively. Even though differentiated learning has been implemented, teachers still face challenges in managing the class and designing activities that can accommodate all students simultaneously. (Rahmawati, 2023:112) research shows that many Physical Education teachers in Indonesia still need further assistance in implementing differentiation consistently, especially in terms of assessment and time management.

Teachers also faced difficulties in designing project-based learning due to limited time, experience, and supporting resources. Project-based learning requires careful planning, sufficient time, and adequate support facilities. This is in line with the research findings of (Setiawan et al., 2024:90) which stated that project-based learning in the Independent Curriculum remains a challenge for teachers due to limited experience and a fairly high administrative burden.

These findings indicate that although the implementation of the Independent Curriculum in Physical Education at Public Senior High School 5 of Bungo has been carried out well, its success depends on strengthening teacher competence, improving school support, and providing adequate facilities. Therefore, continuous training, innovation in learning methods, and improvement of infrastructure are necessary to enhance the quality and sustainability of curriculum implementation in the future.

CONCLUSION

The implementation of the Independent Curriculum in Physical Education at Public Senior High School 5 of Bungo has been carried out effectively through the application of student-centered, differentiated, and project-based learning. Teachers have adapted teaching modules, methods, and learning activities according to students' needs, interests, and abilities. As a result, students have become more active, enthusiastic, and motivated in participating in learning. The successful implementation of the curriculum is supported by teacher readiness and commitment, principal support, the relevance of Physical Education to curriculum principles, and high student motivation. However, several obstacles remain, including limited sports facilities and infrastructure, differences in students' abilities and interests, teachers' difficulties in designing project-based learning, and limited variation in innovative teaching methods. Therefore, continuous improvement is needed to enhance the quality of learning and ensure optimal implementation of the Independent Curriculum.

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