

## Original Article Research

## Evaluation Survey of Physical Education Learning in The Merdeka Belajar Curriculum

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### Abstract

This study aims to evaluate the development of the Physical Education, Sports, and Health (PJOK) learning process in the implementation of the Independent Learning curriculum. The research was conducted at Teladan Sei Rampah High School in the academic year 2022/2023. The success of the implementation of this new curriculum is measured through surveys and direct observations of students. Participants in this study were high school students at Teladan Sei Rampah who were involved in the PJOK learning process using the Independent Learning curriculum. The research design adopts a quantitative approach with data collection using questionnaires and observations. The instruments used include structured questionnaires and observation checklists to provide a comprehensive overview of the implementation of learning. The collected data were analyzed using the SPSS statistical application. The results of the data analysis include an evaluation of the effectiveness of the Independent Learning curriculum in improving the PJOK learning process. The findings of this research will provide better insights into the extent to which the curriculum meets the educational goals and needs of students. Based on the results of the analysis, the study concludes on the success or shortcomings of the Independent Learning curriculum in enhancing the PJOK learning process at Teladan Sei Rampah High School. This conclusion contributes significantly to a better understanding of the implementation of the new curriculum in the context of sports education at the high school level. Furthermore, this research provides a foundation for future studies related to the development of curricula and more effective learning strategies in an evolving educational context.

**Keywords:** Evaluation, *Merdeka belajar Curriculum*, Senior High School

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## 1. INTRODUCTION

Education is a crucial field for the development of a nation. Therefore, it is entirely reasonable for the education sector to be continuously evaluated and developed. Discussing development, many aspects need attention, such as the development of teacher quality, as mentioned by Agustini et al. (2020) it focuses on two main aspects: improving teacher quality socio-culturally and economically and enhancing teacher professionalism through an integrated program, in line with the clear mapping of teacher quality and mastery of information technology and the latest teaching methods. Before achieving that, an evaluation of the implemented curriculum through teachers needs to be conducted for realization among students. Periodic curriculum development is carried out to adapt to the advancements in science, information, technology, and the needs of the time (Sudrahat et al., 2023). As stated by Indarta et al (2022), the foundation of curriculum development consists of philosophi (Indarta et al., 2022) the foundation of curriculum development consists of philosophical, socio-cultural and religious, scientific and technological, and artistic aspects, as well as the needs and development of society. Education is always associated with the curriculum. The curriculum serves as a tool used to achieve educational goals, so it can be said that the curriculum is a reference for the implementation of education in Indonesia (Andari, 2022:66). This statement indicates that the curriculum should not be underestimated merely as a document but as a tool and reference for education practitioners to carry out the best teaching and learning activities to achieve educational goals.

This study aims to evaluate the implementation of the Merdeka belajar curriculum at Teladan Sei Rampah Private High School, utilizing questionnaires filled out by students as a reference. The research focuses on the Merdeka belajar curriculum, which is still relatively new in Indonesia, and its implementation at Teladan Sei Rampah Private High School needs to be evaluated to assess how effectively the curriculum is being implemented and adhering to its principles. Therefore, this research is conducted to address these issues. Regarding students' responses to the Merdeka belajar curriculum, the perceptions, and experiences of students with the Merdeka belajar curriculum are essential to assess its effectiveness. In this study, a questionnaire will be used as an instrument to explore students' perspectives on this curriculum. Additionally, concerning the quality of learning, an evaluation of the implementation of the Merdeka belajar curriculum is also necessary to assess the quality of education provided to students. This involves factors such as the relevance of learning materials, teaching methods used, student engagement in the learning process, and the availability of facilities and infrastructure supporting the implementation of the Merdeka belajar curriculum, which also need to be evaluated.

Through the evaluation of the implementation of the Merdeka belajar curriculum using questionnaires answered by students, it is expected to obtain valuable information to enhance the curriculum's quality, understand students' needs, and formulate better development strategies at Teladan Sei Rampah Private High School.

## 2. METHOD

### 2.1 Participants

This research is quantitative (Panginan & Susianti, 2022, Sari et al., 2022) with an ex post facto design because the independent variable in this study cannot be controlled and manipulated. The independent variable in this research is the implementation of the Merdeka belajar curriculum. The study was conducted at Teladan Sei Rampah Private High School on June 10-12, 2023. The population used in this study consists of all 10th-grade students at Teladan Sei Rampah Private High School, comprising 3 classes with a total of 90 students. The population refers to individuals or groups of subjects in a specific area and time with certain qualities to be observed or researched (Amin et al., 2023). Population (Sinaga, 2014) can be interpreted as all members of the research group, including objects and subjects with specific characteristics and features. Essentially, the population includes all members of a group of humans, animals, events, or objects living together in a planned manner, leading to conclusions from the final results of a study. The population can include teachers, students, curriculum, facilities, school institutions, school-community relationships, company employees, types of forest plants, types of rice, marketing activities, production results, and so on (Jasmalinda, 2021). Thus, the population is not only limited to humans but also includes organizations, animals, human creations, and other natural objects.

Sampling is a subgroup of the population selected for use in research. Simply put, a sample is defined as a portion of the population that serves as the actual data source in a study (Amin et al., 2023). This research utilizes the stratified random sampling method, where, from the total population of 90 students, only a sample of 30 students is taken for the study. Stratified random sampling occurs when the population is divided into strata (or subgroups), and a random sample is taken from each subgroup. Stratified random sampling is often used when there is significant variation in a population. The goal is to ensure that each stratum is well-represented.

### 2.2 Research Design

This research employs a participatory observation method and questionnaires to investigate the impact of the new curriculum on the learning process at SMA Swasta Teladan Sei Rampah. Participatory observation involves the active involvement of the researcher in the learning process, while questionnaires are used to collect quantitative data from students as respondents. Field data or empirical data are data obtained from respondents, informants, events, or phenomena existing in the field (research location) through interviews, questionnaires, or observations (Rahmadi, 2011:73). The results of observations and questionnaire data will be analyzed qualitatively and quantitatively to illustrate the impact of the new curriculum.

Next, the data will undergo validity and reliability testing to ensure the reliability and appropriateness of the acquired data with the research objectives. Reliability testing is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and remains consistent if measurements are repeated. There are several reliabilities testing methods, including test-retest method, Flanagan's formula, Cronbach's Alpha, Kuder-Richardson (KR) - 20 formula, KR - 21, and Hoyt Anova method. The commonly used method in research is the Cronbach's Alpha method (Ayunita, 2018). The conclusions drawn from this

research will be based on data analysis, including measurements such as mean, median, and mode, as well as the interpretation of observational findings.

The success criteria of this research will be determined by the scores given by students in the questionnaire, categorized according to the established scale. This research aims to provide a better understanding of the implementation of the new curriculum in the learning process at SMA Swasta Teladan Sei Rampah.

### 2.3 Instruments

This research employs both observation and a questionnaire method. Observation is a systematic process of observing human activities and the physical setting where these activities continuously take place in the natural setting to generate facts. Therefore, observation is an integral part of the ethnographic field research scope. According to Babbie (dalam Hasanah, 2016) observations are divided based on the observation model, consisting of experiments, survey research, field research, non-reactive observation, and evaluative research.

In research involving quantitative testing or a questionnaire, the focus is on measurable responses that can be statistically processed, while deviations from this are ignored (Indahwati et al., 2023). With humans as instruments, both typical and deviant responses are actually given attention. Different responses from the norm, even contradictory ones, are used to enhance the level of confidence and understanding of the investigated aspects. The instrument used to collect data in this research is a questionnaire containing 60 questions, which has been tested for validity and reliability and then filled out by students.

### 2.4 Procedures

The questionnaire and the results obtained from the questionnaire answered by students are managed using SPSS for statistical data analysis, including validity and reliability testing. Validity testing is a test used to determine whether a measuring tool or instrument is considered valid or not. In testing the data collection tool, validity is distinguished into factor validity and item validity. In determining the appropriateness of the items used, this research uses a significance test that is valid if it correlates significantly with the total score. SPSS testing techniques are used to test validity using Bivariate Pearson Correlation (Pearson Product-Moment) and Corrected Item-Total Correlation (Ayunita, 2018).

In this case, the measuring instrument refers to the questionnaire containing questions for the research instrument. (Maulana, 2022) The questionnaire is considered valid if its questions can reflect what the researcher wants to measure. For example, if we want to measure the impact of the new curriculum on students, we give some questions to the students, and these questions should reflect the changes and events in the learning process. This research will explain the validity testing that connects the scores of each indicator item with the total scores of the construct. The significance level used is 0.05. Since the sample size in this study is thirty students ( $N=30$ ), the critical value (critical  $r$ ) is 0.361. The researcher uses SPSS 23 to assist in instrument validity testing, and the results are presented as follows:

- a. If the calculated correlation coefficient ( $r$ ) is greater than the critical value (critical  $r$ ), then the measuring tool used is considered valid.
- b. If the calculated correlation coefficient ( $r$ ) is smaller than the critical value (critical  $r$ ), then the measuring tool used is considered not valid.

Reliability (Meeker et al., 2022) is an index that indicates the extent to which a measuring tool can be trusted or relied upon, allowing reliability testing to determine whether the measuring tool remains consistent when measurements are repeated. A measuring tool is considered reliable when it produces consistent results even with repeated measurements. Typically, before conducting reliability testing, validity testing is performed. This is because the data to be measured must be valid before proceeding with reliability testing.

## 2.5 Data Analysis

Quantitative analysis aims to describe or provide an overview of the research object through sample or population data as it is, without analyzing and making general conclusions. After all the data is collected, the next step taken by the researcher is to analyze the data to draw conclusions from it. The obtained data is then processed with the help of computer software, SPSS version 23. In line with the research objectives, the data analysis technique used in this study is the interactive qualitative analysis model proposed by Miles and Huberman (dalam Wanto, 2018) as follows:

### a. Data Collection

The data obtained from observations and questionnaires were recorded and analyzed using SPSS version 23 software. Conclusions were drawn based on the mean, median, and mode values, and reflections were documented. Reflection notes include the researcher's impressions, comments, and interpretations of the findings, serving as the basis for planning data collection for the next stage. To obtain these notes, the researcher conducted interviews with several informants.

### b. Data Reduction

Data reduction (Ahmad & Muslimah, 2021) is the process of selecting, focusing, simplifying, and abstracting data. The methods for data reduction involve selection, summarization or brief description, categorization into patterns with the creation of research transcripts for clarification, condensation for focus, elimination of irrelevant parts, and organization for summarization.

### c. Data Presentation

Data presentation (TIRTA, 2014) is a collection of organized information that allows for concise presentation and actionable insights. To ensure that the data presentation remains focused on the main issues, data can be manifested in the form of matrices, graphs, networks, or diagrams as frameworks to provide information about what is happening. Data is presented according to the research topic.

### d. Drawing Conclusions

Drawing conclusions is an effort to seek or understand meaning, regular explanatory patterns, cause-and-effect relationships, or propositions. Conclusions drawn are directly verified by reviewing and questioning field notes to obtain a more accurate understanding. Additionally, discussions can also be conducted for the same purpose. These steps are taken to ensure that the obtained data and interpretation of the data are valid, making the drawn conclusions strong.

### e. Success Criteria

Establishing success criteria is crucial in the evaluation process (Hasan et al., 2012). Without

criteria, researchers would find it challenging to assess and consider the decisions or conclusions to be drawn. Without criteria, the given considerations would lack a basis. Therefore, by setting criteria to be used, evaluators can easily assess the value or merit of the evaluated components. In this research, the success criteria used are as follows:

**Table 1**

*Assessment Components*

Score	Choices
Score 5	SS= Fits Perfectly
Score 4	S= Appropriate
Score 3	CS= Quite Appropriate
Score 2	KS= Less Suitable
Score 1	TS= Not Compliant

### 3. RESULTS

#### 3.1 Tables

Tables (N=30), then  $r$  table = 0.361

- If  $r$  calculated  $>$   $r$  table, then the measurement tool used is valid.
- If  $r$  calculated  $<$   $r$  table, then the measurement tool used is not valid.

**Table 2**

NO	r table	r calculates	Valid (V)/ Not Valid (TV)
1	0,361	0,542	V
2	0,361	0,696	V
3	0,361	0,475	V
4	0,361	0,577	V
5	0,361	0,566	V
6	0,361	0,545	V
7	0,361	0,467	V
8	0,361	0,571	V
9	0,361	0,041	TV
10	0,361	0,432	V
11	0,361	0,806	V
12	0,361	0,498	V
13	0,361	0,561	V

14	0,361	0,647	<b>V</b>
15	0,361	0,126	<b>TV</b>
16	0,361	0,606	<b>V</b>
17	0,361	0,446	<b>V</b>
18	0,361	0,584	<b>V</b>
19	0,361	0,628	<b>V</b>
20	0,361	-0,397	<b>TV</b>
21	0,361	0,257	<b>TV</b>
22	0,361	0,678	<b>V</b>
23	0,361	0,682	<b>V</b>
24	0,361	0,601	<b>V</b>
25	0,361	-0,350	<b>TV</b>
26	0,361	0,613	<b>V</b>
27	0,361	0,561	<b>V</b>
28	0,361	0,631	<b>V</b>
29	0,361	0,819	<b>V</b>
30	0,361	-0,583	<b>TV</b>
31	0,361	0,845	<b>V</b>
32	0,361	0,796	<b>V</b>
33	0,361	0,845	<b>V</b>
34	0,361	0,436	<b>V</b>
35	0,361	-0,295	<b>TV</b>
36	0,361	0,744	<b>V</b>
37	0,361	0,830	<b>V</b>
38	0,361	0,583	<b>V</b>
39	0,361	0,745	<b>V</b>
40	0,361	-0,361	<b>TV</b>
41	0,361	0,791	<b>V</b>
42	0,361	0,435	<b>V</b>
43	0,361	0,587	<b>V</b>
44	0,361	0,474	<b>V</b>
45	0,361	-0,223	<b>TV</b>
46	0,361	0,747	<b>V</b>

47	0,361	0,809	V
48	0,361	0,562	V
49	0,361	0,621	V
50	0,361	-0,213	TV
51	0,361	0,671	V
52	0,361	0,296	TV
53	0,361	0,836	V
54	0,361	0,709	V
55	0,361	0,459	V
56	0,361	0,557	V
57	0,361	0,705	V
58	0,361	0,644	V
59	0,361	0,214	TV
60	0,361	0,478	V

Therefore, 48 items are valid and 12 items are not valid.

An instrument can be considered reliable if it has a Cronbach's Alpha coefficient  $> 0.06$ . With the assistance of SPSS Statistics 23, the results indicate that the measurement tool used in this study is reliable, as shown below:

**Table 3**

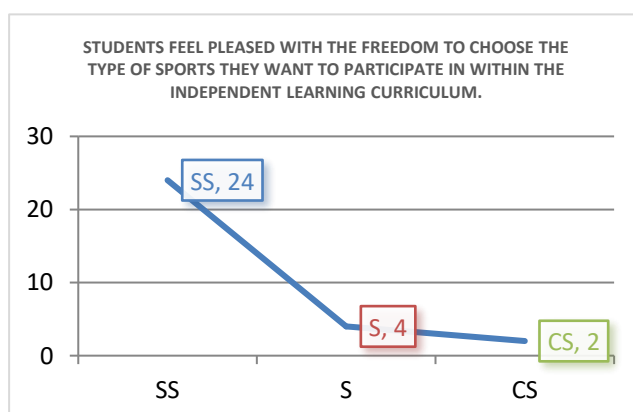
*Reability Statistics*

Cronbach's Alpha	N of Items
0,927	60

### 3.2 Result

To understand the students' perspective on the implementation and evaluation of teaching methods using the Merdeka belajar curriculum in Physical Education, the detailed information will be explained in the following tables and descriptions based on the questionnaire and data obtained:

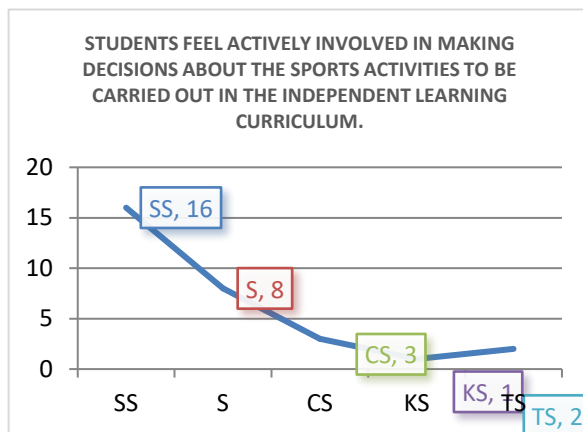
**Figure 1**





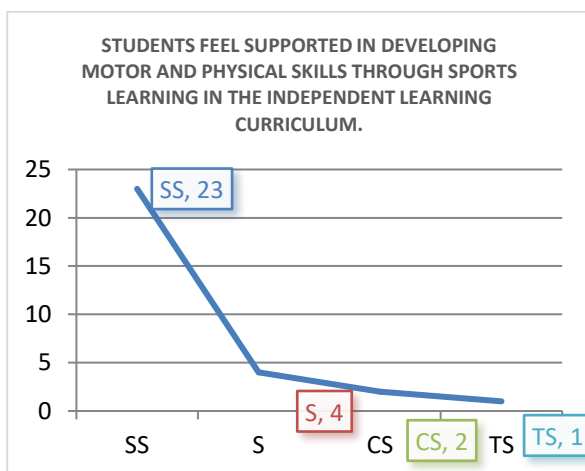
Based on the data above, we can collectively understand that approximately 80% of students are highly satisfied, 13% of students are satisfied, and 7% of students have a neutral stance regarding the freedom to choose the type of sports they want to participate in within the Merdeka belajar curriculum.

**Figure 2**



Based on the data above, we can collectively understand that approximately 53% of students feel very active, 27% of students feel active, 10% of students have a neutral stance, 3% of students feel less active, and 7% of students feel inactive in making decisions about the sports activities to be conducted within the Merdeka belajar curriculum.

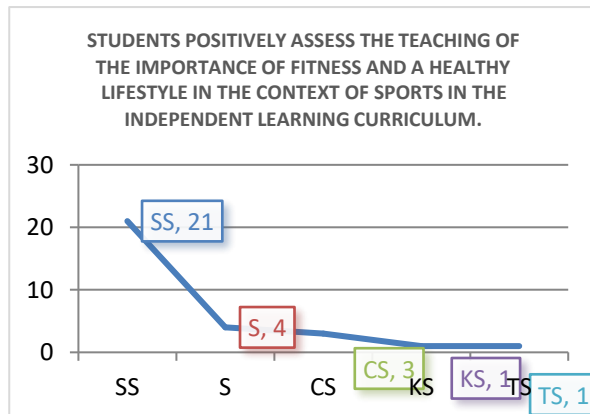
**Figure 3**



Based on the data above, we can collectively understand that approximately 77% of

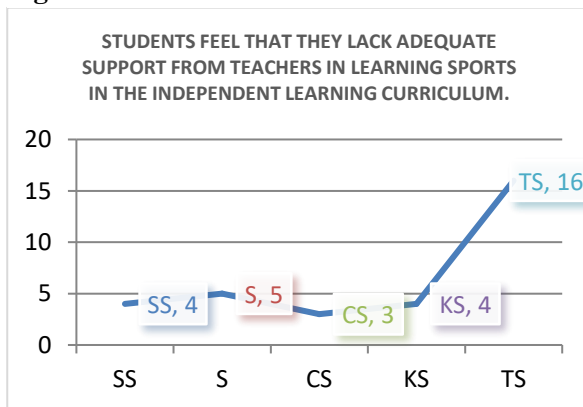
students feel very supported, 13% of students feel supported, 7% of students have a neutral stance, and 3% of students feel unsupported in developing their motor and physical skills through sports learning in the Merdeka belajar curriculum.

**Figure 4**



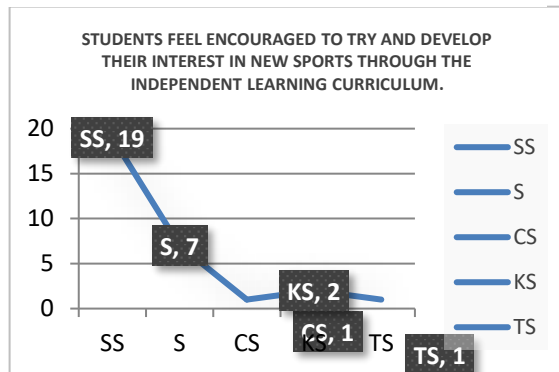
Based on the data above, we can conclude that approximately 70% of students have a very positive assessment, 14% of students have a positive assessment, 10% of students have a neutral stance, 3% of students have a less positive assessment, and 3% of students have a negative assessment regarding the importance of fitness and a healthy lifestyle in the context of sports in the Merdeka belajar curriculum.

**Figure 5**



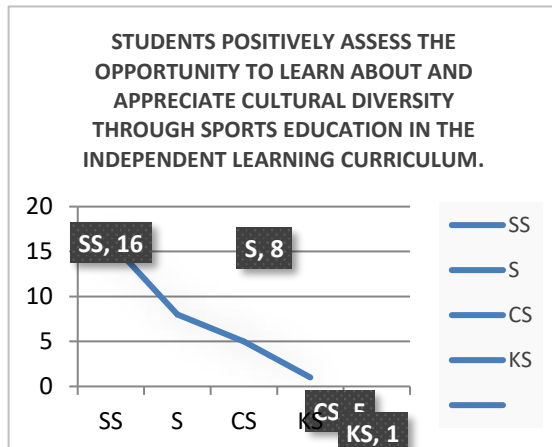
Based on the data above, we can conclude that approximately 12% of students feel not being attended to, 16% of students feel less attended to, 9% of students have a neutral stance, 13% of students feel attended to, and 50% of students feel very attended to regarding the adequate support from teachers in sports learning in the Merdeka belajar curriculum.

**Figure 6**



Based on the data above, we can conclude that approximately 64% of students feel very encouraged, 23% of students feel encouraged, 3% of students have a neutral stance, 7% of students feel less encouraged, and 3% of students feel not encouraged to try and develop their interest in new sports disciplines through the Merdeka belajar curriculum.

**Figure 7**



Based on the data above, we can conclude that approximately 53% of students have a very positive assessment, 27% of students have a positive assessment, 17% of students have a neutral stance, and 3% of students have a less positive assessment regarding the opportunity to learn and appreciate cultural diversity through sports education in the Merdeka belajar curriculum.

### 3.3 Discussion

#### 3.3.1 Students feel pleased with the freedom to choose the type of sports they want to participate in within the Independent Learning curriculum

Based on the data analysis, it can be concluded that the majority of students responded

positively to the freedom to choose the type of sports within the Merdeka Belajar Curriculum. Approximately 80% of students are highly satisfied, indicating a positive acceptance of the flexible approach to sports learning. Although around 13% of students express satisfaction, this satisfaction level is slightly lower but still reflects a positive response. However, a small percentage of students (7%) remain neutral, suggesting that they may need more information or encouragement to fully experience the benefits of the freedom to choose the type of sports.

This analysis provides an overview that the majority of students support the concept of freedom in choosing sports, aligning with the flexible approach in the Merdeka Belajar Curriculum. Despite a small group of students remaining neutral, this can be seen as an opportunity to provide additional information or encouragement so that they can fully enjoy the benefits of this freedom.

This analysis can serve as a foundation for schools or policymakers to evaluate and enhance the implementation of the Merdeka Belajar Curriculum in the context of sports, as well as to further understand the needs and expectations of students related to the freedom to choose sports.

### **3.3.2 Students feel actively involved in making decisions about the sports activities to be carried out in the Independent Learning curriculum**

Based on the data analysis, it can be concluded that the majority of students feel actively involved in making decisions about sports activities within the Merdeka Belajar Curriculum. Approximately 53% of students feel very active, while 27% feel active. A small percentage of students (10%) remain neutral, 3% feel less active, and 7% feel inactive in decision-making related to sports activities.

These results indicate that around 80% of students respond positively to their active participation in decision-making regarding sports activities, reflecting a high level of engagement. However, there is a small group of students (10%) who remain neutral, suggesting that they may not be overly enthusiastic or may need more support to fully engage in choosing sports types. Meanwhile, 3% of students feel less active, and 7% feel inactive, indicating that some students may require additional encouragement or motivation to actively participate.

This analysis provides insight that the majority of students are positively engaged in decision-making regarding sports activities, but some students may need extra attention or a different approach to ensure their active participation. This can serve as a basis for the development of more inclusive strategies and approaches to support the active participation of all students in sports activities within the Merdeka Belajar Curriculum.

### **3.3.3 Students feel supported in developing motor and physical skills through sports learning in the Independent Learning curriculum**

Based on the data analysis, it can be concluded that the majority of students (around 77%) feel strongly supported in developing motor and physical skills through sports learning in the Merdeka Belajar Curriculum. This reflects a positive acceptance of the learning approach that provides freedom and support for the development of students' skills. Although some students feel sufficiently supported (13%) and some remain neutral (7%), the percentage of students who feel unsupported (3%) is relatively low.

This analysis provides an overview that the implementation of the Merdeka Belajar

Curriculum has a positive impact on students' learning experiences in the aspect of developing motor and physical skills. Students respond well to the support provided in the context of sports learning, and this can be considered an indicator of success in achieving curriculum goals related to the development of motor and physical skills. Continuous evaluation can be conducted to ensure the sustainability and improvement of support provided to students in developing their skills.

### **3.3.4 Students positively assess the teaching of the importance of fitness and a healthy lifestyle in the context of sports in the Independent Learning curriculum**

Based on the data analysis, it can be concluded that the majority of students provide a positive assessment of the teaching of the importance of fitness and a healthy lifestyle in the context of sports in the Merdeka Belajar Curriculum. Approximately 70% of students give a highly positive assessment, indicating their acknowledgment of the significance of these concepts in sports learning. Additionally, 14% of students give a positive assessment, demonstrating understanding and appreciation for the aspects of fitness and a healthy lifestyle.

However, there is a group of students (10%) with a neutral attitude, indicating a need for more information or further reinforcement regarding the importance of fitness and a healthy lifestyle. Furthermore, 3% of students provide a less positive assessment, and 3% provide a negative assessment. This suggests that some students may require more support or understanding in recognizing the significance of these aspects in the context of sports learning.

This analysis can serve as a basis for schools to design more effective teaching strategies, ensure better understanding, and enhance support for the concepts of fitness and a healthy lifestyle in the implementation of the Merdeka Belajar Curriculum. Continuous evaluation and further development can be conducted to ensure a deeper understanding and positive response from students to these aspects of the curriculum.

### **3.3.5 Students feel that they lack adequate support from teachers in learning sports in the Independent Learning curriculum**

Based on the data, it can be concluded that approximately 12% of students feel they are not receiving attention, 16% feel they are receiving insufficient attention, 9% are neutral, 13% feel they are receiving attention, and 50% feel they are receiving a significant amount of attention regarding adequate support from teachers in sports learning within the Merdeka Belajar Curriculum.

From these data, it can be inferred that the majority of students, around 63%, feel they are receiving adequate attention from teachers in sports learning based on the Merdeka Belajar Curriculum. However, approximately 28% of students feel they are receiving less or inadequate attention. While most students feel they receive sufficient support, it is essential to note that there is a group of students who still perceive that they are not receiving adequate attention.

Therefore, it is crucial for schools and teachers to better understand the individual needs of students and strive to provide more intensive support to those who require it. This approach can create a more inclusive and supportive sports learning environment. Continuous evaluation of the level of attention and support given to students can help schools continually improve the quality of sports learning within the framework of the Merdeka Belajar Curriculum.

### **3.3.6 Students Feel Encouraged to Try and Develop Their Interest In New Sports**

### **Through The Independent Learning Curriculum**

Based on the data, it can be concluded that approximately 64% of students feel very motivated, 23% feel motivated, 3% are neutral, 7% feel less motivated, and 3% feel unmotivated to try and develop their interest in new sports through the Merdeka Belajar Curriculum.

From this data, it is clear that the majority of students (87%) feel motivated or very motivated to try and develop their interest in new sports through the Merdeka Belajar Curriculum. Only a small percentage of students (10%) feel less motivated or unmotivated. Neutral attitudes toward motivation to try new sports are held by only 3% of students.

The analysis results indicate that most students respond positively to encouragement for exploration and interest development in sports through the Merdeka Belajar Curriculum. Although a small percentage of students may need more encouragement or may not be specifically interested, this percentage can be considered low in relation to the total population of students involved. Therefore, schools can continue to motivate students to actively try and develop their interest in various sports in line with the spirit of Merdeka Belajar. Providing more information, supporting activities, or developing extracurricular programs can be strategies to enhance the participation of less motivated students.

#### **3.3.7 Students Positively Assess The Opportunity to Learn About and Appreciate Cultural Diversity Through Sports Education In The Independent Learning Curriculum**

Based on the data, it can be concluded that approximately 53% of students provide a very positive assessment, 27% give a positive assessment, 17% remain neutral, and 3% give a less positive assessment regarding the opportunity to learn about and appreciate cultural diversity through physical education in the Merdeka Belajar Curriculum.

From the above data, several analysis results regarding students' responses to the opportunity to learn about and appreciate cultural diversity through physical education in the Merdeka Belajar Curriculum can be observed. About 80% of students give positive and very positive assessments, indicating a strong appreciation and understanding of cultural values acquired through physical education. 17% of students remain neutral, possibly influenced by various factors such as understanding and experiences, while 3% of students give a less positive assessment. Although the majority of students provide positive assessments, it is important to conduct further evaluation and development to deepen students' understanding of cultural diversity. This may indicate that physical education has successfully created an inclusive learning environment that supports students' understanding of cultural diversity.

## **4. DISCUSSIONS**

The Merdeka belajar Curriculum is an educational initiative introduced by the Indonesian government with the aim of providing schools the freedom to design and implement a curriculum that suits the needs and characteristics of students (Khoirurijal et al., 2022). SMA Swasta Teladan Sei Rampah, as one of the schools implementing this curriculum, also needs to evaluate its implementation to ensure that the goals of the Merdeka belajar Curriculum can be achieved optimally. The Merdeka belajar Curriculum grants freedom to teachers, allowing them

to create educational and enjoyable learning experiences. Current pedagogical competencies also require teachers to be able to model and implement the learning process effectively. Teachers are entrusted as key drivers in planning, implementing, evaluating, and following up on these evaluations (Ariga, 2023).

The curriculum in Indonesia has undergone several changes, approximately 10 times (Aprianti, 2023). The first curriculum, designed in 1947, which included Pancasila as the foundation of Indonesian education, could only be implemented in 1950. Shortly after the implementation of the 1947 Curriculum system, curriculum development occurred in 1952 (Almarisi, 2023:111). This is certainly in line with the meaning of Merdeka belajar and the desires of students, where Merdeka belajar means the freedom to learn. It provides learners with the opportunity to study as freely as possible, in a calm, relaxed, and joyful manner, without the stress of pressure. It takes into account their natural talents, without forcing learners to study or master a field of knowledge beyond their hobbies and abilities. This way, each student can have a portfolio that aligns with their passion (Muslimin, 2023).

In the implementation of this new curriculum, students can actively engage in learning through projects. This activity allows students the freedom to apply their skills and explore their potential in various fields of interest. The school will provide and procure teaching materials and learning tools through the School Operational Assistance (BOS) fund or regular support from the regional government or foundation. Additionally, the implementation of this curriculum is supported by training and the provision of learning media for teachers and school principals (Almarisi, 2023). Project-based activities in the Merdeka belajar Curriculum are highly suitable for high school students. At this level, students need to continually practice and acquire knowledge and skills to prepare themselves for the workforce and society at large. The implementation of the curriculum changes from 2013 to Merdeka belajar is a lengthy process; therefore, the government needs to provide training, tools, and supportive media to facilitate the learning process. However, in reality, the implementation of the Merdeka belajar Curriculum will continue to be developed and adjusted according to the capabilities of each school (Sa'diyah et al., 2023:350).

## 5. CONCLUSIONS

Based on the results of the data analysis, it can be concluded that the implementation of the Merdeka belajar curriculum in Physical Education at SMA Swasta Teladan Sei Rampah receives a positive response from students. In general, students are satisfied with the freedom to choose sports activities, actively participate in decision-making, receive support in motor and physical skill development, are motivated to explore new sports interests, and have a positive attitude towards opportunities to understand cultural diversity through physical education. This is evident from the percentages derived from the collected and analyzed data, as well as the high responses from students regarding the freedom to choose sports, providing a foundation for educators to enrich the variety of sports activities in the curriculum.

Unfortunately, this study is limited to one school and one subject, so its results may not be directly applicable to other schools and subjects. Nevertheless, based on the findings, it can serve as an illustration for teachers and other schools in implementing the Merdeka belajar curriculum. This research contributes to understanding how students respond to the Merdeka belajar curriculum, particularly in the context of Physical Education. The research findings can

serve as a source of information for curriculum development in other schools and provide a basis for further research on the implementation of the Merdeka belajar curriculum.

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