

Curriculum Development with Independent Learning in The Perspective of Physical Education as A Character Development Subject

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Abstract: Education is a means to achieve prosperity for all mankind. Quality education also reflects an advanced and modern society. Education becomes a cultural engine, habits change in every era along with the changes brought about by the educational process. In the era of the industrial revolution 4.0, there are challenges as well as opportunities for educational institutions to become prerequisite points to be more advanced and developing. Educational institutions must be able to align and balance the education system with the times and the education system is expected to be able to realize students who have skills that are able to think critically and solve problems and have skills in communicating and collaborating creatively and innovatively. Physical education is an educational process that utilizes physical activity that is planned systematically for the purpose to develop and improve the individual individually organic, neuromuscular, perceptual, cognitive, and emotional, within the framework of the national education system.

Keywords: Education, curriculum development, independent learning, physical education, character

INTRODUCTION

Education is a means to achieve prosperity for all mankind. Quality education also reflects an advanced and modern society. Education becomes a cultural engine, habits change in every era along with the changes brought about by the educational process. Education is able to present creative and innovative ideas in the course of the development of every era. When a country wants to make life better for all its citizens, education is an important component that must be prepared to fulfill these desires and aspirations (Mustaghfiroh, 2020: 12).

As the times progress, the Ministry of Education and Culture (KEMDIKBUD) prepares students or students to make changes and progress, to be required to be able to carry out and design creative and innovative learning processes, so that they can achieve learning outcomes and objectives which include aspects of knowledge and attitude. skills optimally and of course also relevant.

In the era of the industrial revolution 4.0, there are challenges as well as opportunities for educational institutions to become prerequisite points to be more advanced and developing. Educational institutions must be able to align and balance the education system with the times and the education system is expected to be able to realize students who have skills that are able to think critically and solve problems and have skills in communicating and collaborating creatively and innovatively. One of those changes is "Educational Freedom to learn". This concept is a response to the needs of the education system in the industrial revolution 4.0 era, minister Nadiem Makarim said that independent learning is freedom of thought, freedom of thought is determined by the teacher. front of the nation.

The concept of independent learning which is an offer in reconstructing the national education system, by rearranging the education system in order to meet the progress of change and progress of the nation that adapts to changing times. With the return of the nature of education which is actually education to humanize humans and through contemporary education it can form better character in education which liberates learning

activities which were originally natural activities of children which are deprived of being an adult agenda that is forced on students. Educators require where and when to study, regardless of what the child is experiencing.

METHOD

The research method used in this research is library research. According to Zed, literature study research has characteristics, namely this research examines the text directly, deals directly with existing data (ready made), the data found is secondary data, the condition of the data is not divided by space and time. This method is research by collecting various literature that is relevant to the problem under study.

Data collection techniques by exploring data through literature reviews, reading, studying, taking notes from various sources such as relevant journals, articles, books. The data analysis technique used is content analysis. The validity of the results of the analysis is done by checking between the literature and re-reading the literature.

RESULTS AND DISCUSSION

A. Definition of Curriculum Development

Curriculum development includes the activities of compiling, implementing, evaluating and perfecting the curriculum. so that David Pratt and Winarno Surahmad argue that curriculum development is more conceptual than material. Curriculum development can be interpreted as a series of processes starting from planning carried out by curriculum developers and then compiling curriculum by developing institutions and various activities carried out so that the curriculum developed can be a solution to solving problems that exist in the world of education and become a catalyst for further development of national education.

Furthermore, in developing a curriculum, it is necessary to evaluate and select material from the curriculum. According to Gall, the curriculum material in question is something that has physical properties, the nature of representation and that is used to facilitate the learning process. So the school curriculum development has not yet been declared complete if the curriculum or learning material has not been determined, which means that curriculum material is something that has physical properties, representational properties and is used to expedite the learning process.

B. Definition of Free Learning

According to Sanjaya (2010) the word learning has a literal meaning that emphasizes changes in mental processes resulting from stimulation of environmental interactions. In general, it has been argued that learning is a change in an individual that occurs through experience and is not due to the growth or development of the body or the characteristics of a person from birth. Therefore independent learning is freedom in determining how to behave, process, think, apply creatively for the self-development of each individual by determining his own destiny. Independent learning can be interpreted as giving more space to students with the opportunity to study comfortably, quietly and freely without any pressure, taking into account the natural talents possessed by each student.

C. The Concept of Freedom to Learn

Before we get into the concept, we will discuss what independent learning means. Freedom to learn is one of the innovations of the Indonesian Minister of Education which gives freedom to an educational institution and its autonomy, and freedom from bureaucratization, where teachers can be free from complicated bureaucracy and students are given the freedom to be able to choose the field they like (KEMENDIKBUD, 2020). The birth of the independent learning program was due to the many complaints in the education system, where one of the complaints was about the large number of students who were targeted with certain values. It is hoped that with this independent learning program students and teachers can be free and innovate in learning. When talking about an independent curriculum, there must be advantages contained in it, the advantages are as follows:

1. Simpler and more in-depth, the standard of achievement is much simpler, the material is less so that it gives the teacher time to explore it as best he can
2. More independent, in the SMA program there is no specialization program, students choose subjects according to their interests, talents and aspirations. Second, the teacher teaches according to the stage of

achievement and development of students. Third, schools have the authority to develop and manage curricula and learning in accordance with the characteristics of educational units and students.

3. More relevant and interactive, in which students are not only passive in class but will be more active.

D. Independent Learning in the Perspective of Physical Education for Character Building

Physical education learning or what is currently known as PJOK, has been taught starting at the elementary, middle and high school levels. Physical education is an educational process that utilizes planned physical activity systematically aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system (Rosdiani, 2013). Kristiyandaru (2010) states that the objectives of PJOK learning are: 1) to have a strong character; 2) have a strong personality; 3) have the ability to think critically, sportsmanship and have motor skills; 4) understand the concept and fill free time with physical activity. This learning is oriented towards fostering healthy living behavior. Healthy is not only healthy physically but also healthy spiritually.

The process of learning physical, sports and health education has experienced many system changes, starting from changes in the curriculum to teaching methods that must be implemented by teachers. Curriculum changes are generally only interpreted in terms of material changes, teaching hours, device models and learning evaluations by PJOK teachers. These changes did not have much impact on the learning activities carried out by teachers even with sufficient work experience, both in terms of educational background and increasing teacher professionalism.

Mutohir and Soemosasmita (in Kristiyandaru, 2010) explain that a healthy human being is physically and mentally healthy. Physical health includes: 1) harmonious and balanced growth and development of body organs; 2) skill is shown by movements that are stronger, faster, more precise, flexible, coordinated, flexible, beautiful, graceful and agile, which supports the achievement of sports achievements; 3) fit, ie not suffering from disease, can work and study relatively long, and still have spare power after working and studying hard; 4) fresh, that is, the look is always fresh and attractive.

The government has issued Government Regulation (PP) No. 87 of 2017 which contains Strengthening Character Education (PPK). The regulation calls for character education to be imposed on educational units, in this case schools and communities, especially in the family sphere (Kemenkumham, 2017). From this regulation it is clear that the role of Physical, Sports and Health Education in schools is one of the main supporters of character education for students, it's just how packaging that is suitable for students is in accordance with the idea of independent learning.

There are several basic things that need to be considered when forming the character of students in PJOK learning, namely discipline, responsibility, cooperation, tolerance and sportsmanship (Sriyani, 2018). These five character values can be included in PJOK learning through games that are innovative, interesting and can involve all students. By playing, students will enjoy it and not feel forced to make moves.

The role of the PJOK teacher as a learning resource and learning facilitator must of course design an effective and enjoyable learning model so that students can achieve the expected learning objectives. Freedom of learning in PJOK learning is one of them by giving freedom to students to carry out their activities without being restricted and in accordance with the pleasure that arises from the students themselves by using the facilities prepared by the teacher to form the 3 pillars of physical education, namely attitudes, knowledge and skills. Giving students freedom of activity does not mean that students are left without planning, monitoring and evaluation processes.

CONCLUSION

The Implementation of Freedom of Learning Freedom of Teaching in its system and teaching must be in accordance with educational trends in the era of the Industrial Revolution. 4.0. Therefore, plans for implementing learning activities must be able to answer challenges and take advantage of educational opportunities in the Industrial Revolution 4.0 era. And because teachers/lecturers are critical to the success of the Merdeka Learn Merdeka Mengajar education system, they must be able to adapt to the new education system competently and skillfully. The success of educational institutions in facing the industrial era 4.0 cannot be separated from the innovations created by quality resources, so that they are able to answer challenges in facing technological advances and competition in the world of work in the era of globalization. In developing innovative and adaptable technological resources, learning facilities and infrastructure must always be updated

in terms of information technology, the internet, big data analysis, and computerization. Educational institutions provide learning infrastructure to produce competent graduates. Innovative breakthroughs will result in increased industrial productivity and the emergence of technology-based startup businesses. An educational curriculum that is responsive to the industrial era 4.0 is needed.

The role of the teacher in learning is very important because the teacher is the main subject of learning. The teacher becomes a learning leader in the classroom for his students. Along with the changing educational paradigm, the role of the teacher has also shifted. Teacher centered learning (TCL) learning changes to student centered learning (SCL). The role of the teacher is to become an informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator, evaluator and administrator. The challenge for teachers in the future is how national identity can be properly passed on to students. Eastern values and norms are maintained and must not be eroded by the unstoppable flow of globalization and digitalization. The teacher must be a smart catalyst without limiting the creativity of students. The role of the teacher as a transmitter is very important because if the wrong information is given, it will be "misleading" for students.

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