

Application of the Teaching at The Right Level (TaRL) Learning Method in the Physical Education Curriculum at SMK Negeri 8 Semarang

¹ Wahyu Kridho Prayogo ^{*}, ² Tubagus Herlambang

*Corresponding Author: Wahyu Kridho Prayogo, e-mail: Wahyu.Kridhop@gmail.com

^{1,2} Physical Education, Health, and Recreation, Universitas PGRI Semarang, Indonesia

Abstract

Objectives. The independent curriculum is a program designed to facilitate the restoration of learning. This study aims to explore the implementation of the Independent Curriculum alongside the TaRL Approach within the PJOK learning process at SMK Negeri 8 Semarang in 2024.

Materials and Methods. The research approach employed is descriptive qualitative. This study involved four subjects and sample informants: the vice principal for curriculum, facilities and infrastructure, PJOK teachers, and students from SMK Negeri 8 Semarang. The techniques for data collection involved observation, interviews, and documentation.

Results. The results of this study include profile data, as well as the vision and mission of SMK Negeri 8 Semarang. Additionally, it encompasses information on school identity, facilities, and infrastructure. Notably, SMK Negeri 8 Semarang has been implementing the Merdeka Curriculum since the 2022/2023 academic year.

Conclusion. The implementation of the independent curriculum at SMK Negeri 8 Semarang has been executed effectively, despite encountering various obstacles and challenges along the way. Improvements should focus on enhancing facilities and infrastructure, along with providing guidance to students who may lack motivation in their learning efforts. This is a more concise recommendation paragraph. It is advisable to conduct additional studies to assess the long-term effects of TaRL, to compare it with alternative approaches, and to investigate its influence on students' motivation and social skills. Furthermore, exploring the adaptation of TaRL to various subjects, enhancing parental involvement, creating learning modules, and conducting case studies in different schools are also crucial areas for investigation.

Keywords : Application Of The Teaching At The Right Level, TaRL, Learning Method in the Physical Education Curriculum.

Introduction

Education has a role in the progress of a nation where education is one of the pillars of a good national civilization, because with education it is hoped that the younger generation can have faith and piety towards God Almighty, have a critical mindset, be able to expand their potential, with this education it is hoped that they have knowledge and skills and also with education can improve the soul and sense of responsibility (Anggraeni, 2023)

Curriculum development is an important tool to improve the quality of education. Effective curriculum implementation will reflect the right education policy, because "curriculum is the core of education" which determines the course of the education process

(Akmal, 2024) . Based on Law No. 20 of 2003, "the curriculum is defined as a collection of learning plans that include objectives, content, teaching materials and methods used, and are used as a guide in implementing learning activities to achieve national education goals" (Admin, 2017) . The learning process in schools is also inseparable from the role of the curriculum which is used as a reference for learning where the curriculum plays a crucial role for students in education (Irvansyah et al., 2023) . This is because the curriculum functions as a guide to achieve the desired educational outcomes (Administrator, 2023) . The curriculum has various objectives, and one of its main objectives is to facilitate students in preparing for their future by gaining in-depth understanding and knowledge that will later be applied in their social and environmental lives (Irvansyah et al., 2023)

(Admin, 2017) In the implementation of curriculum learning, there have been many changes and updates, the aim of which is to improve the quality of education in line with the national goals of education in Indonesia. The Ministry of Education and Culture of the Republic of Indonesia, led by Minister Nadiem Anwar Makarim in the Advanced Indonesia Cabinet, has issued a new policy regarding the Merdeka Belajar curriculum. This program is expected to improve the learning process by offering three main characteristics: project-based learning that develops soft and hard skills according to the profile of Pancasila Students, focuses on more essential material in each subject, and a more flexible curriculum structure.

With the implementation of the independent curriculum, it is hoped that this curriculum can advance education in Indonesia, especially to create a dynamic, innovative learning atmosphere that can be accepted by students without pressure and can also provide enjoyable learning for students, the results of which are expected so that students can become good and quality role models and can also practice the knowledge gained during the learning process and are expected to continue to provide the best contribution to the Indonesian nation by becoming useful Pancasila students who are always obedient to God Almighty.

(Clarita et al., 2021) Teachers are figures whose words are trusted and whose actions are emulated. Therefore, being a teacher means having to maintain one's image, authority, integrity, and exemplary behavior as well as one's abilities (Hasanah & Himami, 2021) . Based on the National Education System Law No. 20 of 2003 Chapter XI Article 39 paragraph 2, teachers are defined as professional staff who are responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially in universities. Teachers are also used as objects of knowledge delivery to students, where the role of teachers in advancing intelligence and developing education is very important. The teacher is also used

as someone who is able to provide motivation to learn, provide kindness and can also be used as a mentor in directing or providing input related to education. (Abduh et al., 2024) Teachers have the authority to shape and develop students' personalities to become individuals who are useful to religion, state, and nation. As parties who have authority and responsibility in education, teachers play a role both in individual and group contexts, both in schools and outside of school. (Adegbija & Fakomogbon, 2013) The policy regarding the use and implementation of the independent curriculum as a learning guideline has been implemented in various schools throughout Indonesia, starting from elementary school/equivalent, junior high school/equivalent, to high school/vocational school/equivalent in various educational units in the country. Central Java Province consists of various regencies spread across various parts of Central Java Province. One of them is Semarang. The city of Semarang itself has educational units spread across various sub-districts. Merdeka Curriculum is the latest initiative from the Indonesian Ministry of Education and Culture to provide greater flexibility in curriculum development and implementation in schools. This curriculum aims to promote independent learning, creativity, and innovation among teachers and students. In PJOK, the Independent Curriculum offers the opportunity to develop more relevant and meaningful learning programs for students. However, the implementation of this new curriculum includes adjustments to the various needs and abilities of students (Budiningsih, 2005)

The Independent Curriculum allows innovation in learning that encourages students to be active and provides the freedom to determine a learning style that suits their character (Iswanto & Widayati, 2021) . One learning approach that supports this is TaRL which is able to review the optimization of student characteristics (Mubarokah, 2022). The TaRL approach is an approach that focuses on adjusting learning to the level of students' abilities in mastering subject matter more easily (Afri, 2018) . In implementing the TaRL approach, each student is expected to receive fair treatment, according to their learning needs, to make the development of students' understanding optimal and in accordance with their respective abilities. This approach assesses students' abilities based on three categories, namely low, medium, and high (Ahyar, Nurhidayah, & Saputra, 2022).

Further research is recommended to evaluate the long-term impact of TaRL, compare it with other methods, and examine its effects on students' motivation and social skills. The urgency of this research lies in the urgent need to improve the effectiveness of learning in the era of modern education. In addition, the adaptation of TaRL to other subjects, parental involvement, development of learning modules, and case studies in other schools are also important to study. The novelty of this research is the innovative approach of TaRL which

can provide new solutions in improving the quality of education and student learning outcomes.

State Vocational High School 8 Semarang, located at Jalan Pandanaran II No.12 Mugassari, South Semarang, has started implementing the Merdeka curriculum as the basis of its learning since the odd semester of the 2022/2023 academic year. Because the implementation of this curriculum is still new and in the adjustment stage from the previous curriculum, this makes researchers want to know more about the implementation of the Merdeka curriculum in the PJOK learning process at State Vocational High School 8 Semarang in 2024.

Implementation is not just an activity , but implementation is a planned activity and will be carried out seriously so that the implementation of an activity can run optimally (Hamalik, 2009). Implementation involves various stages to implement and realize the program that has been designed, in order to achieve the goals that have been set. This is because every plan that is made basically has a goal, a target to be achieved. In its application, the implementation of education refers to actions that will be carried out and applied in the context of learning in accordance with applicable rules and policies. Thus, learning activities can be carried out effectively to achieve the desired results and goals. It is hoped that through the implementation of education, schools or teachers can implement policies that are in accordance with the regulations that have been set

Independent learning is the latest policy program from the Indonesian Ministry of Education and Culture. Nadiem Anwar Makarim explained that in the year of implementing the independent curriculum, learning will have a new nuance where students will learn more outside. The learning atmosphere will also be more comfortable because students can discuss directly with teachers about the material being taught. This activity aims to shape the character of students to be intelligent, brave, independent, polite, civilized, and competent. Nadiem Anwar Makarim also introduced and announced a new curriculum called the “Independent Learning Curriculum”.

The Independent Curriculum itself carries four main components in the system of change and improvement in its implementation, including: (1) replacing the National School-Based Examination (USBN) with assessments in the form of written exams, assignments and portfolios; (2) eliminating the National Examination (UN) in 2020 and replacing it with the Character Survey (SK) and Minimum Competency Assessment (AKM); (3) implementing a one-page Learning Implementation Plan (RPP); (4) implementing a zoning system in New Student Admissions (PPDB). The Ministry of Education and Culture implements these

components to provide more flexibility to students, teachers and schools in setting policies. According to Ki Hadjar Dewantara's idea, schools should be a comfortable place for students because this comfort affects the learning process and helps students understand the material better.

The National Education System in Law No. 20 of 2003 article 1 paragraph 20 explains that learning is a process of interaction between students, educators and learning resources in the learning environment. Learning functions as support from educators to facilitate the acquisition of knowledge and build student trust in educators. Physical education is an educational process that aims to develop abilities, skills, physical knowledge, growth, and intelligence as well as character formation in individuals or groups (Arifin, 2017). Physical education is an integral part of education that can influence the potential of students in terms of attitude, knowledge, and skills through physical activity (Nurholis, Khodijah, & Suryana, 2022). Physical education is part of the educational process (Kuswoyo, 2018) . This is in line with the general objectives of education, focusing on the overall development of individuals through physical activity (Mustafa, 2022).

The implementation of P5 is carried out for one academic year by choosing a theme determined by the facilitator team together with the head of the educational unit. Of the twelve main themes prepared for this project, not all are implemented, the themes are chosen based on the needs of the students, such as: (1) Sustainable Lifestyle, (2) Local Wisdom, (3) Bhineka Tunggal Ika, (4) Build Your Soul and Body, (5) Engineering and Technology, (6) Entrepreneurship, (7) I Love Indonesia, (8) I Love the Earth, (9) My Imagination and Creativity, (10) Employment, (11) We Are All Brothers and Sisters, (12) Voice of Democracy. The chosen themes are expected to provide students with broad experience and knowledge.

Materials and Methods

Study Participants.

The approach in this research is qualitative descriptive. The subjects or informants involved in this study included the Vice Principal for Curriculum and Infrastructure, Physical Education Teachers, and students at State Vocational School 8 Semarang. Informants were selected using purpose sampling, which is a sample selection technique based on certain considerations. These considerations include: (1) teacher experience in implementing the independent curriculum in physical education; (2) teacher willingness to be interviewed; and (3) teacher ability to provide in-depth and reliable information.

Study organization.

This research is a type of qualitative research that aims to describe and illustrate phenomena comprehensively and in depth without variable manipulation (Sugiyono, 2012). The focus of this research is the implementation of the independent curriculum with the TaRL approach in the PJOK learning process at SMK Negeri 8 Semarang in 2024.

In this study, the type of data used is qualitative data, which includes images, words, or videos from observations, interviews, and documentation. Data sources include: (1) primary data, collected through observation and interviews with informants; (2) secondary data obtained from documents related to the implementation of the independent curriculum in the PJOK subject at SMK Negeri 8 Semarang. The research instrument consists of an observation guide and interviews, which are used to find out information about the implementation of the independent curriculum at SMK Negeri 8 Semarang.

Statistical analysis.

The data analysis technique applied in this study is a qualitative data analysis technique, which includes several stages. These stages include: (1) data reduction, which is the process of filtering, summarizing, and focusing data obtained from observation, interviews, and documentation; (2) data display, which is presenting reduced data in an easy-to-understand format; (3) drawing conclusions, which is processing data that has been analyzed to draw conclusions. To ensure the validity of the data, the study uses triangulation techniques. Triangulation involves the use of multiple methods and data sources to verify the validity of information. The triangulation techniques applied are: (1) triangulation of data sources by collecting data from multiple sources, such as the vice principal for curriculum, facilities and infrastructure, physical education teachers, students, and school documents; (2) triangulation of methods, using multiple methods, data collection such as observation, interviews, and documentation; (3) researcher triangulation, data is analyzed by two different researchers to ensure data accuracy.

Results

Implementation refers to the implementation of explaining implementation as an expansion of mutually adaptive activities (Ramadan & Imam Tabroni, 2020). On the other hand, the curriculum is interpreted as the distance that must be traveled by a runner from the starting point to the finish line (Sari & Masniari, 2024). In this context, the curriculum is a period of education that students must go through to obtain recognition in the form of a diploma or certificate. The curriculum also functions as an important bridge to reach the end of the educational journey marked by the acquisition of a certain diploma (Nurholis et al., 2022). In Miller and Seller (1985), the curriculum is a set of interactions designed to facilitate

more meaningful learning, both directly and indirectly (Salim Salabi, 2022). The curriculum can be analogized as an organism consisting of various components such as objectives, materials, processes or delivery, media, and assessments (Hasbiyah & Ihsan, 2019).

Based on an interview with the vice principal for curriculum at SMK Negeri 8 Semarang, the school has implemented the Independent Curriculum starting in the odd semester of the 2022/2023 academic year. In terms of planning, SMK Negeri 8 Semarang has implemented the Independent Curriculum in accordance with the regulations determined by the local Education Office. For the initial planning, SMK Negeri 8 Semarang maximized participating in training, guidance, workshops, coordination meetings, and socialization related to the Independent Curriculum. In implementing the independent curriculum, the principal together with the vice principal for curriculum and the committee. At the beginning of the implementation, the independent curriculum was implemented with a different strategy from K-13, involving new learning tools. This includes learning planning which is arranged in the form of learning outcomes (CP), learning objectives (TP), learning objective flow (ATP), and teaching modules. In the learning process, implementing the differentiation and TaRL approaches, as well as the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of the voice of democracy, sustainable lifestyle, local wisdom, Stop Bullying, build body and soul.

Evaluation is not only carried out for students, but also to monitor the learning process of educators and the development of the readiness of educational units. The purpose of the evaluation is not to find mistakes or assess the success of educators or educational units in implementing profile projects, but rather as a means for educators and educational units to obtain meaningful learning from the implementation process. The final results of the P5 activities are displayed every semester, where all educational units hold a work show at SMK Negeri 8 Semarang. At this event, educational units show the results of student work and invite various elements of society, including parents of students. The participation of various elements in this activity not only provides an opportunity for students and schools to show the results of the work of P5 products, but also provides space for appreciation and appreciation of student efforts. This activity is expected to trigger community involvement in forming and building national character according to the profile of Pancasila students, and is adjusted to the needs and character of each school. At SMK Negeri 8 Semarang, teachers routinely coordinate and share information to improve understanding of making learning devices. Learning devices in this independent curriculum are designed to be more concise and simple, compared to the previous curriculum. Teachers need to understand the learning

outcomes (CP) achieved by grade X students at each stage of development for each subject, by adjusting the CP mapping according to the student's development phase.

The implementation of the independent curriculum has the advantage of allowing students to innovate and create independently based on their abilities. However, there are shortcomings, such as Human Resources (HR) in implementing the curriculum, as well as the need for adequate learning preparation that requires time and competent teacher skills. The government needs to conduct effective socialization of this new curriculum and ensure comprehensive preparation. In addition, teachers as the main implementers of the independent curriculum must receive systematic and ongoing training, including introducing learning strategies that support students, improving the quality of pedagogy, and changing old mindsets and paradigms. With these steps, the implementation of the independent curriculum is expected to run successfully.

The results of the research interview on the Implementation of the Independent Curriculum conducted using the interview method with PJOK teachers at SMK Negeri 8 Semarang have gone well. Teachers at SMK Negeri 8 Semarang need to be aware that there are various ways, methods, or strategies in learning subject matter through differentiated learning and TaRL. Teachers must organize learning materials, activities, assignments both in class and at home, as well as final assessments, by considering student readiness, interests, learning styles, grouping students according to their abilities, and to deliver material effectively according to each student's learning profile. At SMK Negeri 8 Semarang, the implementation of the Independent Curriculum uses a differentiated learning approach, and TaRL which is adjusted to the abilities, characteristics and needs of students. Differentiated learning is a teaching method in which students learn material according to their individual abilities, interests, and needs, so that they do not feel like failures and are able to follow the learning process well.

At SMK Negeri 8 Semarang, the implementation of P5 uses a block system, which is consolidating themes in a certain period of time, where all educators collaborate to teach P5 every day during the specified period. In this system, students focus on projects without following routine learning in class. This is implemented to increase the effectiveness of activities, allowing students to focus more on projects without being disturbed by other lessons. The implementation of the independent curriculum at SMK Negeri 8 Semarang has a positive impact on students and teachers. The learning process is running well, thanks to the character development program that has success indicators. This program instills good character, life values, and forms character and morals through cultural and character learning

at school. Teachers at SMK Negeri 8 Semarang also develop competencies by collaborating with colleagues from other subjects to enrich knowledge and learning outcomes.

To overcome the problem, it is necessary to find an effective solution so that it can be resolved properly. The principal and teachers at SMK Negeri 8 Semarang often coordinate and share information with each other to improve understanding in making learning devices, hold meetings to address the lack of facilities and infrastructure and provide motivation so that students are more enthusiastic about learning. During the learning process, students showed an active response, including asking questions. This positive response shows that the motivation from the teachers was well received by students at SMK Negeri 8 Semarang.

State Vocational School 8 Semarang carries several themes that are used as the Pancasila Student Profile Strengthening Project (P5), namely: (1) "Sustainable Lifestyle"; (2) "Entrepreneurship"; (3) "Build Body and Soul" with a focus on devotion to God Almighty, noble morals, mutual cooperation, independence, and prevention of bullying in schools; (4) "Bhinneka Tunggal Ika" with an emphasis on devotion to God Almighty, noble morals, mutual cooperation, independence, creative thinking, and experiences of diversity in a global context. The purpose of this project is to increase student awareness, create a comfortable learning atmosphere in the school environment, train physical and mental health, it is also hoped that students can develop and have new knowledge, and add skills. The development of learning plans has also been implemented, there has been a change from KI KD to CP and ATP. Facilities and infrastructure that also support the implementation of the learning process so that it can create effective, conducive and enjoyable learning.

There are not many obstacles that arise in the implementation of the independent curriculum at SMK Negeri 8 Semarang, this is because teachers have attended many trainings, workshops related to learning experiences, for learning references there are also many available on the Merdeka Teaching platform, media, facilities and infrastructure have also been facilitated by the school and teacher competence has also been sufficient. The obstacles experienced are students who are lazy and not diligent when following the independent curriculum learning process. At SMK Negeri 8 Semarang, the independent curriculum has been implemented as a reference for quality learning, in its implementation the independent curriculum was well received.

With the implementation of the independent curriculum at SMK Negeri 8 Semarang, it is hoped that students will be able to gain new experiences and knowledge. Evaluation related to the independent curriculum at SMK Negeri 8 Semarang is related to the learning process provided, thus the learning provided can be in accordance with the material that must be

obtained by students, project learning also needs to be evaluated in order to improve the shortcomings experienced during the learning process. Based on the research that has been carried out, the researcher suggests that facilities and infrastructure related to PJOK learning need to be improved and equipped so that learning can run well and optimally without any obstacles.

Based on the results of research interviews conducted by researchers on students with the title Implementation of the Independent Curriculum with the Teaching at The Right Level (TaRL) Approach in the PJOK Learning Process at SMK Negeri 8 Semarang, the independent curriculum provides flexibility for students in obtaining learning that can be adjusted to the needs and environment of students. According to informants, the independent curriculum at SMK Negeri 8 Semarang received a good and positive response, because with this independent curriculum students gain new experiences regarding the P5 project. Students also feel comfortable during learning in the field, the evaluation mechanism in the independent independent curriculum teachers have the opportunity to understand and implement knowledge in each class.

Discussion

Implementation in the context of education refers to the implementation and expansion of mutually adaptive activities to achieve certain goals (Ramadan & Imam Tabroni, 2020). Curriculum, on the other hand, is defined as the educational journey that students must take from beginning to end to obtain recognition in the form of a diploma or certificate (Sari & Masniari, 2024). The curriculum functions as an important bridge in achieving educational goals, marked by the acquisition of certain diplomas (Nurholis et al., 2022). According to Miller and Seller (1985), curriculum is a set of interactions designed to facilitate more meaningful learning, both directly and indirectly (Salim Salabi, 2022). The curriculum can be likened to an organism consisting of various components such as objectives, materials, delivery processes, media, and assessments (Hasbiyah & Ihsan, 2019).

Based on an interview with the vice principal for curriculum at SMK Negeri 8 Semarang, this school has implemented the Merdeka Curriculum since the odd semester of the 2022/2023 academic year. In planning, schools follow the regulations set by the local Department of Education. Initial steps taken include training, guidance, workshops,

coordination meetings, and socialization related to the Independent Curriculum. The implementation of this curriculum involves the principal, vice principal for curriculum, and the school committee.

In the early stages, the strategies used were different from the 2013 Curriculum (K-13), with new learning tools that include learning outcomes (CP), learning objectives (TP), learning objective flow (ATP), and teaching modules. The learning process applies a differentiation approach and Teaching at the Right Level (TaRL), as well as the implementation of the Pancasila Student Profile Strengthening Project (P5) with various themes such as the voice of democracy, sustainable lifestyle, local wisdom, Stop Bullying, and build body and soul.

Evaluation is conducted not only for students, but also to monitor the learning process of educators and the readiness of educational units. The purpose of evaluation is to obtain meaningful learning from the implementation process, not to find mistakes or assess the success of educators or educational units. The final results of P5 activities are displayed every semester through a work title show at SMK Negeri 8 Semarang, which involves various elements of society including parents of students. This activity provides an opportunity for students and schools to showcase their work and gain appreciation from the community.

Coordination and Development of Learning Tools. Teachers at SMK Negeri 8 Semarang routinely coordinate and share information to improve understanding regarding the creation of learning devices. Learning tools in the Merdeka Curriculum are designed to be more concise and simple than the previous curriculum. Teachers need to understand the learning outcomes achieved by grade X students at each stage of development for each subject, by adjusting the CP mapping according to the student's development phase.

Advantages of the Independent Curriculum. The implementation of the Independent Curriculum has the advantage of enabling students to be more active and independent in the learning process. This curriculum also provides space for students to develop their potential according to their interests and talents, and prepares them to face future challenges better.

Conclusions

The findings from the study regarding the Implementation of the Independent Curriculum with the TaRL Approach in the Physical Education Learning Process at SMK Negeri 8 Semarang in 2024 indicate that the planning of the independent curriculum at SMK Negeri 8 Semarang has been executed in accordance with the regulations set forth by the Education Office. The independent curriculum has been in effect at State Vocational School 8 Semarang since the 2022/2023 academic year. The objective of implementing the

independent curriculum is to equip students with insight, knowledge, and skills. The resources provided to facilitate the educational initiatives of the Merdeka curriculum at SMK Negeri 8 Semarang are sufficient. The readiness of teachers for the implementation of the Merdeka curriculum is evident, as they have undergone training and socialization related to the learning process within this curriculum.

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Conflict of interest

The author declares that he has no conflict of interest whatsoever.

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