



## Using the Teaching at the Right Level (TARL) Approach at SMA Negeri 2 Semarang, Independent Curriculum in Physical Education Learning Implementation

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### Abstract

**Objective.** The aim of the Merdeka Curriculum Program is to enhance the learning process. This study aims to investigate the implementation of the Merdeka curriculum in PJOK learning utilizing the Teaching at the Right Level (TaRL) approach at SMA Negeri 2 Semarang in 2024.

**Materials and Methods.** This investigation employs a Qualitative Descriptive research approach. The sources for the study include the Vice Principal for Curriculum, the Vice Principal for Facilities and Infrastructure, Physical Education Subject Teachers, and students from SMA Negeri 2 Semarang. The methodology for this study involves gathering data through observation, documentation, and interviews.

**Results.** SMA Negeri 2 Semarang has adopted the Independent Curriculum starting from the odd semester of the 2022/2023 academic year. In light of numerous challenges and obstacles, the Independent Curriculum at SMA Negeri 2 Semarang has been effectively implemented. It is essential to enhance the facilities and infrastructure in PJOK learning.

**Conclusion .** The findings of the study reveal that the Independent Curriculum has been put into practice at SMA Negeri 2 Semarang starting from the odd semester of the 2022/2023 academic year. The implementation of this curriculum is progressing positively, even in the face of various challenges. Nonetheless, enhancements in the facilities and infrastructure for PJOK learning are essential. To enhance the execution of the Independent Curriculum in PJOK learning at SMA Negeri 2 Semarang, it is advisable to upgrade sports facilities, provide continuous training for educators, carry out regular evaluations, engage parents and the community, and create engaging and pertinent learning materials.

**Keywords :** Independent Curriculum, Physical Education Learning, TaRL

### Introduction

Education plays a crucial role in the advancement of a nation, serving as a foundational element of national civilization. It is anticipated that through education, future generations will develop faith and devotion to God Almighty, cultivate a critical mindset, explore their potential, acquire knowledge and skills, and embrace responsibility (Salahudin & Furkhan, 2024). The realm of education needs to equip

students to become the next generation of the nation, ensuring they possess the quality to compete on a global scale by enhancing motivation, performance, and cognitive abilities (Peto, 2022).

The curriculum serves as a crucial element within the Indonesian education system, aimed at enhancing the overall quality of education in Indonesia. The implementation of an effective curriculum serves as a testament to the quality of education policy, as it is stated that "The curriculum is the core of education," guiding the trajectory of the educational process (Fauzi, 2022). Therefore, updating the curriculum is essential to guarantee that the education offered stays pertinent and can address upcoming challenges (Salabi, 2020). According to Law no. 20 of 2003, "the curriculum is defined as a collection of learning plans that encompass objectives, content, teaching materials and methods employed, serving as a guide for executing learning activities aimed at achieving national education goals". The learning activities within educational institutions are intrinsically linked to the curriculum's role as a vital guide in the student learning process, offering a definitive pathway to attain the desired competencies. Therefore, the curriculum is essential in equipping students with the necessary knowledge, skills, and values to succeed in their future endeavors. The curriculum encompasses several objectives, with a primary aim being to prepare students for their future by fostering understanding and knowledge that can be applied to their social lives and environments (Endrawan & Martinus, 2023).

Implementation involves more than mere activities; it is a meticulously planned endeavor that requires serious execution to ensure that activities are conducted optimally (Chaudary, 2015). The process of implementation encompasses multiple phases necessary to execute and actualize the programs that have been formulated to achieve the established objectives. Every plan that has been formulated fundamentally aims to achieve a specific goal or target that is intended to be realized. The application of Education involves the actions that will be executed and applied regarding learning, in alignment with the established rules and policies. Consequently, educational activities can be implemented efficiently to achieve the intended outcomes and objectives. The implementation of Education is anticipated to enable schools and teachers to adopt policies that align with the established regulations.

The implementation of the Education curriculum in Indonesia has seen numerous changes and updates designed to enhance the quality of Education in alignment with the national goals. The Ministry of Education and Culture of the Republic of Indonesia,

under the leadership of Minister Nadiem Makariem in the Advanced Indonesia Cabinet, has introduced a new policy concerning the execution of the Independent Learning Curriculum. This curriculum aims to enhance the learning experience by incorporating three key features: project-based learning designed to cultivate both soft and hard skills in alignment with the Pancasila student profile, an emphasis on essential content within each subject, and a curriculum framework that allows for quicker adaptation.

The Pancasila Student Profile Strengthening Project (P5) is implemented over the course of one academic year, with a theme chosen collaboratively by the facilitator team and the head of the educational unit. Among the twelve primary themes developed for this initiative, not all are required for implementation. The selected themes are tailored to address the specific needs of the students, including: (1) Sustainable Lifestyle; (2) Local Wisdom; (3) Bhinneka 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 selected themes are anticipated to offer extensive experience and insight for students.

The implementation of the Independent Curriculum aims to enhance education in Indonesia by fostering dynamic and innovative learning activities that engage students in a pressure-free environment, making learning enjoyable. The anticipated outcome is the development of students who embody quality role models and can effectively apply the knowledge acquired during their educational experiences. It is hoped that these students will continue to contribute significantly to the Indonesian nation as devoted Pancasila students committed to serving God Almighty.

The Independent Learning Curriculum represents the most recent initiative introduced by the Ministry of Education and Culture of the Republic of Indonesia. Nadiem Anwar Makarim articulated that during the implementation of the Independent Curriculum, educational activities will adopt a fresh perspective, allowing students to engage in more experiential learning outside the traditional classroom setting. The learning environment will be enhanced as students have the opportunity to engage in direct discussions with teachers regarding the material being presented. This initiative seeks to cultivate the qualities of intelligence, bravery, independence, politeness, civility, and competence in students. Nadiem Anwar Makarim introduced and announced a new curriculum known as the "Independent Learning Curriculum."

The Independent Curriculum encompasses four key components essential for driving change and improvement in its implementation: (1) the replacement of the National School-Based Examination (USBN) with assessments that include written exams, assignments, and portfolios; (2) the elimination of the National Examination (UN) in 2020, substituted by the Character Survey (SK) and Minimum Competency Assessment (AKM); (3) the introduction of a one-page Learning Implementation Plan (RPP); and (4) the establishment of a zoning system for New Student Admissions (PPDB). The Ministry of Education and Culture enacts these components to enhance flexibility for students, educators, and institutions in policy formulation. Following the concept proposed by Ki Hajar Dewantara, educational institutions ought to serve as a welcoming environment for learners, as this sense of comfort significantly influences the learning experience and enhances students' comprehension of the subject matter.

Educators are individuals whose insights can be relied upon and whose behaviors can be modeled. Consequently, an educator should consistently uphold their reputation, authority, integrity, and serve as a model of capability (Hida, 2022). According to the National Education System Law No. 20 of 2003 CHAPTER XI article 39 paragraph 2, educators can be understood as professionals tasked with the design and implementation of learning activities, evaluation of learning outcomes, provision of guidance and training, as well as the execution of research and community service, particularly within higher education institutions. Educators serve as vital conduits of knowledge for students, playing a crucial role in the advancement and development of education. Educators play a crucial role in imparting knowledge while also inspiring students to pursue further learning, exhibit positive behavior, and develop into future leaders. Educators are responsible for molding the character of students to ensure they develop into individuals who contribute positively to religion, state, and nation (Musya'adah, 2018). In the realm of education, educators hold a professional and accountable position, engaging in both individual and group dynamics, both within the school environment and in the broader community (Tridiana & Rizal, 2020).

Sport serves as a means to enhance an individual's capabilities across physical, social, and mental dimensions. Activities that are organized in a systematic manner and include competitive aspects are referred to as sports (Arifin, 2017). Consistent physical activity plays a crucial role in enhancing an individual's overall fitness level. Nonetheless, as individuals age, the level of physical activity tends to diminish, leading to a corresponding reduction in its benefits (Khairuddin, 2017). Fostering physical activity

from a young age will undoubtedly influence individuals throughout their adult years and into old age. However, findings indicate that physical activity levels among children remain insufficient. According to findings from Indonesia, merely 32.9% of children engage in physical activity (Putera & Ridwan, 2023).

The National Education System, as outlined in Law No. 20 of 2003, Article 1 paragraph 20, defines learning as a process involving interaction among students, educators, and learning resources within the educational environment. Education serves as a foundation provided by instructors who guide learners in acquiring knowledge and fostering trust between students and their mentors. Physical education constitutes an educational process designed to cultivate abilities, skills, knowledge, growth, and intelligence, alongside the development of character in individuals or groups (Arifin, 2017). Physical education is a fundamental component of education that significantly impacts students' potential regarding their attitudes, knowledge, and skills through physical activity (Nurholis, Khodijah, & Suryana, 2022). Physical education constitutes an integral component of the educational process (Lengkana & Sofa, 2017). This aligns with the overarching goals of education, emphasizing the holistic development of the individual through physical activity (Mustafa, 2022).

Physical education serves as a platform for enhancing motor skills, physical abilities, knowledge, and cognitive processes, while fostering an understanding of values such as attitude, mental well-being, emotional health, spirituality, and social awareness, all contributing to a holistic approach to healthy living and balanced development. Physical education is crucial in facilitating the continuous process of human education throughout life (Asmajaya, 2021). Consequently, educators need to develop effective learning plans while also recognizing and addressing the unique characteristics and needs of their students. Consequently, to ensure the attainment of the Physical Education learning competency standards as outlined in the guidelines and aligned with the curriculum objectives, it is essential for Physical Education teachers to develop effective, interactive, and student-centered learning plans (Asrul, 2018). The Independent Curriculum represents a significant advancement by the Indonesian Ministry of Education and Culture, aimed at granting schools greater flexibility in the development and implementation of their curricula. This program seeks to enhance the autonomy of learners, foster creativity, and promote innovation among educators and students alike. The Independent Curriculum in Physical Education promotes the creation of learning activities that hold greater relevance and significance for students. Nonetheless, the

execution of the Independent Curriculum remains in its early stages and necessitates adjustments to accommodate the different needs and capabilities of a variety of participants (Sasmariato & Kamarudin, 2023).

The Independent Learning Curriculum represents a significant advancement in education, offering educational units the flexibility to create learning experiences that are more aligned with student needs and contemporary demands (Hamdi, et al., 2022). The Independent Curriculum introduces innovative learning activities that promote active engagement among students and allows them the autonomy to select a learning style that aligns with their individual characteristics (Wulandari, Putrayasa, & Martha, 2023). One of the approaches that supports this is Teaching at the Right Level (TaRL), which assesses the level of student optimization according to the unique characteristics of each student (Mubarokah, 2022). The Teaching at the Right Level (TaRL) method emphasizes the importance of tailoring learning activities to match student abilities, facilitating the attainment of educational objectives (Faradila, Priantari, & Qamariyah, 2023). The implementation of the Teaching at the Right Level (TaRL) approach ensures that each student receives equitable treatment tailored to their individual abilities and learning needs, thereby optimizing understanding in accordance with each student's level of capability. The Teaching at the Right Level (TaRL) approach categorizes student abilities into three distinct levels: low, medium, and high (Ahyar, Nurhidayah, & Saputra, 2022).

**Importance of the Study** This study holds significance as the Merdeka Curriculum represents a novel approach within the Indonesian education system, designed to enhance the quality of learning. The successful execution of this curriculum is essential for reaching this objective. By concentrating on PJOK learning and the Teaching at the Right Level (TaRL) approach, this study can offer valuable insights into the practical implementation of this curriculum in schools, while also identifying pertinent challenges and potential solutions.

**Innovative Findings.** This study stands out due to its implementation of the TaRL approach within the framework of the Independent Curriculum, particularly in PJOK learning at SMA Negeri 2 Semarang. The TaRL approach, typically employed to enhance students' foundational skills, is being implemented in the PJOK subject, representing a novel application that has not been extensively explored. This study presents empirical data regarding the implementation of the Independent Curriculum at the high school level, serving as a valuable reference for other schools interested in adopting a similar curriculum.

SMA Negeri 2 Semarang, situated at Jl. Sendangguwo Baru I no.1, Gemah Village, Pedurungan District, Semarang City, Central Java, has adopted the Independent Curriculum as the foundation for its learning curriculum beginning in the odd semester of the 2022/2023 academic year. Given that the implementation of this Curriculum is still in its early stages and undergoing adjustments with the previously established curriculum, there is a desire to gain deeper insights into the application of the Independent Curriculum in PJOK learning activities at SMA Negeri 2 Semarang in 2024.

## **Materials and Methods**

### **Study Participants**

This investigation employs a Qualitative Descriptive methodology. This study encompasses participants such as the Vice Principal for Curriculum, the Vice Principal for Facilities and Infrastructure, Physical Education Teachers, and students from SMA Negeri 2 Semarang. The subjects for the study were chosen through Purposive Sampling, a technique that involves specific criteria for selection. Key factors to consider are: (1) the experience of educators in applying the Independent Curriculum within Physical Education; (2) the ability of teachers to serve as knowledgeable resources, offering thorough and trustworthy information and insights; (3) the readiness of teachers to participate in interviews. This study utilizes qualitative data, which encompasses: (1) Primary Data, gathered through direct observation and interactions with resource persons or research subjects; and (2) Secondary Data, sourced from documents pertaining to the Implementation of the Independent Curriculum in Physical Education Learning at SMA Negeri 2 Semarang. This study tool includes observation and interview guides designed to collect information and insights regarding the application of the Merdeka Curriculum in PJOK learning through the Teaching at the Right Level (TaRL) approach at SMA Negeri 2 Semarang.

### **Study Organization**

The method involves a series of systematic or structured steps taken to obtain accurate answers to questions or problems related to the research object (Sinaga, 2023). This study employs a qualitative approach that seeks to elucidate and detail phenomena comprehensively and thoroughly, without altering any variables (Suja'ii, 2023). This study centers on the application of the Independent Curriculum in PJOK learning, utilizing the Teaching at the Right Level (TaRL) approach at SMA Negeri 2 Semarang in 2024.

### **Statistical Analysis**

This study employs a qualitative data analysis technique, encompassing multiple stages: (1) Data Reduction involves filtering, summarizing, and concentrating on data gathered from observations, interviews, and documentation; (2) Data Display refers to presenting the reduced data in a manner that is easily comprehensible; (3) Conclusion Drawing entails

processing the analyzed data to formulate conclusions. To ensure the validity of the research data, the method of Triangulation Technique was employed. The Triangulation Technique employs multiple methods and data sources to confirm the accuracy of the research data. The Triangulation Technique applied is: (1) Triangulation of data sources by collecting data from several sources such as the Deputy Principal for Curriculum, the Deputy Principal for Facilities and Infrastructure, Physical Education Teachers, and students at SMA Negeri 2 Semarang; (2) method triangulation, using various methods of data collection such as observation, interviews, and documentation; (3) analysis by two different individuals to ensure data deficiencies are addressed.

## Results

Implementation pertains to the elucidation of implementation as a broadening of mutually adaptive activities (Ramadan & Imam Tabroni, 2020). Furthermore, the curriculum can be viewed as the journey a runner undertakes from the starting line to the finish line (Sari & Masniari, 2024). The curriculum represents a structured educational phase that students must complete to achieve formal acknowledgment through a diploma or certificate. The curriculum serves as a pathway to culminate the educational experience, culminating in the attainment of a specific diploma (Nurholis, 2022). The curriculum comprises a series of interactions aimed at creating a more impactful learning environment, whether directly or indirectly (Salim Sahabi, 2022). The curriculum can be viewed as a construct made up of several elements, including objectives, materials, processes or delivery methods, media, and assessments (Hasbiyallah & Ihsan, 2019).

According to the findings from an interview with the Vice Principal for Curriculum at SMA Negeri 2 Semarang, the school has adopted the Independent Curriculum beginning in the odd semester of the 2022/2023 academic year. SMA Negeri 2 Semarang has incorporated the Independent Curriculum into its planning, aligning with the guidelines established by the Semarang City Education Office. During the initial planning stage, SMA Negeri 2 Semarang effectively engaged in training, guidance, workshops, coordination meetings, and socialization concerning the implementation of the Independent Curriculum. Initially, the Independent Curriculum was introduced using a strategy distinct from that of the 2013 Curriculum. The implementation of the Independent Curriculum incorporates innovative learning tools, featuring learning plans structured as Learning Achievements (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and Teaching Modules (MA). In the

learning process, it is essential to implement a differentiated learning approach and Teaching at the Right Level (TaRL), alongside the Pancasila Student Profile Strengthening Project (P5). This project encompasses themes such as Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Soul and Body, Engineering and Technology, Entrepreneurship, I Love Indonesia, I Love the Earth, My Imagination and Creativity, Employment, We Are All Brothers and Sisters, and Voice of Democracy.

Assessment extends beyond students; it also encompasses the monitoring of instructional activities conducted by educators and the advancement of preparedness within educational institutions. The aim of conducting the evaluation is not to identify errors or achievements of educators or educational units in executing profile projects, but instead to serve as a resource for educators and educational units to gain valuable insights during the implementation process. The conclusive outcomes of the P5 activity will be showcased each semester, with all educational units participating in the Work Exhibition at SMA Negeri 2 Semarang. During the Work Exhibition, educational institutions showcase student projects and extend invitations to diverse segments of society, including the guardians or parents of the students. The involvement of different societal levels in the activity not only allows students and schools to showcase the outcomes of the previously conducted P5 activities but also creates a platform for recognizing and honoring the hard work and dedication of students. This initiative aims to engage the community in shaping and developing national identity in line with the Pancasila student profile, tailored to the specific needs and characteristics of each school. At SMA Negeri 2 Semarang, educators consistently collaborate and share insights to enhance their comprehension of developing educational tools. The learning tools in the Merdeka Curriculum have been developed to be more streamlined and straightforward compared to the earlier curriculum. Educators must grasp the Learning Outcomes (CP) attained by learners at every developmental stage in each subject, by modifying the CP in accordance with the students' developmental phase.

The implementation of the Independent Curriculum enables students to innovate and create autonomously, tailored to their individual abilities. Nonetheless, there are limitations regarding Human Resources (HR) in the execution of the Independent Curriculum, along with the necessity to develop suitable learning experiences that demand time and skilled educators. The government must implement thorough socialization of the Independent Curriculum and guarantee adequate preparation. Furthermore, it is essential that educators, who play a crucial role in executing the Independent Curriculum, undergo structured and

continuous training. This should encompass the introduction of learning strategies that enhance student support, the elevation of pedagogical quality, and the transformation of outdated mindsets and paradigms. This step is anticipated to lead to a successful implementation of the Independent Curriculum.

The findings from the interview study regarding the Implementation of the Independent Curriculum in Physical Education Learning, utilizing the Teaching at the Right Level (TaRL) Approach at SMA Negeri 2 Semarang, were obtained through interviews conducted with the Vice Principal for Curriculum, the Vice Principal for Facilities and Infrastructure, and the Physical Education Subject Teachers at SMA Negeri 2 Semarang. Educators at SMA Negeri 2 Semarang should be aware that there are multiple approaches, techniques, and strategies for imparting knowledge through differentiated learning, Cultural Responsive Teaching (CRT), and Teaching at the Right Level (TaRL). Educators should possess the capability to create educational resources, activities, and assignments for both classroom and home settings, along with final evaluations. This involves evaluating student preparedness, interests, and learning preferences, organizing students based on their skill levels, and presenting content in a manner that aligns with each individual's learning profile. The implementation of the Independent Curriculum at SMA Negeri 2 Semarang employs a differentiated learning approach, Cultural Responsive Teaching (CRT), and Teaching at the Right Level (TaRL), tailored to the abilities, characteristics, and needs of students. Differentiated learning is a pedagogical approach that tailors the educational experience to align with the unique abilities, skills, interests, and needs of individual students.

## **Discussion**

The execution of P5 at SMA Negeri 2 Semarang employs a block system, focusing on a specific theme over a designated timeframe, wherein all educators work together to deliver P5 instruction daily throughout the P5 activity period. This block system allows students to concentrate on projects, eliminating the need for traditional classroom routines. This approach is designed to enhance the efficiency of activities, enabling students to concentrate more on this project without the interference of other subject learning tasks. The implementation of the Independent Curriculum at SMA Negeri 2 Semarang has yielded beneficial outcomes for both students and teachers. The learning process is progressing effectively, aided by the character development program that includes success indicators. This program promotes positive character traits, instills life

values, and develops morals through cultural and character education within educational institutions. Educators at SMA Negeri 2 Semarang enhance their competencies through collaboration with colleagues in their respective subjects, aiming to improve knowledge and learning outcomes.

When implementing the new curriculum in education, it is inevitable that various challenges and issues will arise. To address these issues, a viable solution is essential to ensure they are resolved appropriately. The principal and teachers at SMA Negeri 2 Semarang frequently collaborate and exchange information to enhance their understanding of developing learning tools. They conduct meetings to address deficiencies in facilities and infrastructure while also offering motivation to inspire greater enthusiasm for learning among students. Throughout the learning activities, students demonstrated engagement by actively asking and answering questions. The favorable reaction indicates that the encouragement from the educators was effectively embraced by the students at SMA Negeri 2 Semarang.

SMA Negeri 2 Semarang encompasses a variety of themes that contribute to the Pancasila Student Profile Strengthening Project (P5), including: (1) Sustainable Lifestyle; (2) Local Wisdom; (3) Bhinneka 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. This activity focuses on enhancing commitment to the divine, fostering virtuous character, promoting collaboration, encouraging self-reliance, nurturing creativity, and gaining insights into diversity within a global framework. This project aims to enhance student awareness, foster a supportive learning environment, and promote both physical and mental well-being. It is anticipated that students will also acquire new knowledge and develop additional skills. The implementation of learning plans has progressed, with a transition from KI KD to CP and ATP. Resources and structures that adequately facilitate the execution of the educational process, ensuring the development of an effective, supportive, and enjoyable learning environment.

The challenges encountered during the implementation of the Independent Curriculum at SMA Negeri 2 Semarang were relatively few. This can be attributed to the fact that teachers have participated in numerous training sessions and workshops focused on enhancing learning experiences. Additionally, there is a wealth of resources available on the Merdeka Mengajar platform for reference in learning activities. The school has

also provided adequate media, facilities, and infrastructure, and the competence of the teachers is considered to be quite sufficient. The challenges faced by students who exhibit a lack of motivation during their engagement in Independent Curriculum learning activities. The Independent Curriculum has been adopted at SMA Negeri 2 Semarang as a framework for enhancing the quality of learning, ensuring its effective implementation is well received.

The implementation of the Independent Curriculum at SMA Negeri 2 Semarang aims to provide students with new experiences and knowledge. The assessment of the Independent Curriculum's implementation at SMA Negeri 2 Semarang focuses on the learning activities offered, ensuring alignment with the required material for students. Additionally, it is essential to evaluate P5 activities to address any shortcomings encountered during their implementation phase.

Based on the conducted research, data was obtained from interviews with PJOK subject teachers indicating that the implementation of the Independent Curriculum in PJOK learning, utilizing the Teaching at the Right Level (TaRL) approach at SMA Negeri 2 Semarang, has been effectively executed in alignment with the skills and abilities of each student. Nonetheless, implementing PJOK learning through the Teaching at the Right Level (TaRL) approach faces several limitations in terms of facilities and infrastructure. The lack of adequate sports equipment and facilities hinders the optimal execution of the learning process. The Vice Principal for Facilities and Infrastructure also communicated this information.

The results of interviews conducted with students regarding the implementation of the Independent Curriculum in PJOK learning, utilizing the Teaching at the Right Level (TaRL) approach at SMA Negeri 2 Semarang, indicate that this method generally allows students the freedom to engage in learning that aligns with their individual skill levels and abilities, while also accommodating their unique characters and backgrounds. The implementation of the Independent Curriculum has garnered a favorable response, as it provides students with new experiences and knowledge, particularly during P5 activities. Students experience a sense of ease throughout the learning process in the field, as the Independent Curriculum incorporates evaluation and reflection at the conclusion of each learning activity. This allows students to recognize their shortcomings and work towards enhancing these areas in the future.

## Conclusions

The findings from the study regarding the Implementation of the Independent Curriculum in Physical Education Learning using the Teaching at the Right Level (TaRL) Approach at SMA Negeri 2 Semarang in 2024 indicate that the Independent Curriculum has been effectively implemented at SMA Negeri 2 Semarang. This implementation aligns with the regulations and policies set forth by the Semarang City Education Office, commencing from the odd semester of the 2022/2023 academic year. The implementation of the Independent Curriculum at SMA Negeri 2 Semarang aims to equip students with valuable insights, knowledge, and skills. The facilities and infrastructure supporting the Independent Curriculum activities in Physical Education at SMA Negeri 2 Semarang are generally sufficient; however, there is a need to enhance the sports equipment and upgrade the quality of the facilities. The preparedness of educators to adopt the Independent Curriculum is deemed sufficient, as they have engaged in training and socialization regarding the execution of learning activities within this framework.

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