

Community Services Project-Based Of Pjok Learning In The Practice Of The Independent Curriculum In Indonesian Schools In Riyadh

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Abstract

Indonesian Schools Abroad (SILN) face challenges in implementing the Merdeka Curriculum, particularly at the Indonesian School Riyadh (SIR) operating in Saudi Arabia. Limited human resources, infrastructure, and cultural adaptation are primary obstacles faced by Physical Education, Sport, and Health (PJOK) teachers. This community service (PkM) activity aims to enhance the capacity of PJOK teachers at SIR through Project Based Learning (PjBL) training within the Merdeka Curriculum framework. The implementation method included needs assessment, material preparation, theoretical training, simulation, and evaluation. The activity was conducted on September 29, 2024 at the Indonesian School Riyadh, attended by two lecturers from FIKK Unesa, one PJOK teacher, and six practicum teachers. Evaluation results showed excellent quality across all aspects: materials (94%), organization (96%), facilities (90%), and presenter competence (98%), with a total average of 95%. Achieved outputs include mass media publications and an HKI-registered poster. This PkM activity contributed significantly to improving PJOK teacher competence in implementing PjBL to increase students' daily physical activity aligned with the Merdeka Curriculum principles

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1. INTRODUCTION

Education is the primary foundation for developing quality human resources. In the Indonesian context, the government continues to innovate its curriculum to improve education quality, one of which is through the Independent Curriculum policy. This curriculum provides teachers and students with flexibility in selecting and developing learning content tailored to local needs and conditions (Risqi et al., 2023). One of the leading learning models within the Independent Curriculum is project-based learning (PjBL).

Indonesian Schools Abroad (SILN) are educational institutions run by the Indonesian government to serve Indonesian citizens residing abroad. Based on Dapodikdasmen data for the even semester of 2023/2024, there are 221 SILNs across 12 countries, serving 29,676 students and a total of 870 teachers. One SILN in the Middle East is the Indonesian School of Riyadh (SIR), Saudi Arabia, with a total of 193 students and 8 teaching and administrative staff (Directorate General of Primary and Secondary Education, 2024).

SILN faces various challenges in implementing the Independent Curriculum. Previous research at the Indonesian School of Kuala Lumpur (SIKL) showed that teachers lacked adequate knowledge about the Independent Curriculum, including the application of teaching modules (Hazin et al., 2023). A survey of the implementation of the Independent Curriculum in Physical Education (PJOK) at Sleman Public Junior High Schools (SMP Negeri Sleman) showed that although some schools had implemented PjBL, teachers still struggled to move beyond their comfort zone of conventional methods (Prasetyo et al., 2023).

Similar problems were found in SIR, including limited human resource information on the implementation of the Independent Curriculum, limited infrastructure and technology (Qomariah et al., 2023), and difficulties in cultural adaptation for some students and parents.

Physical Education, Sports, and Health (PJOK) plays a strategic role in developing students' physical fitness and active lifestyles. However, the reality is that implementing PJOK once per week is insufficient to meet the physical activity recommendations from the WHO and the Indonesian Ministry of Health, which are a minimum of 150 minutes per week at moderate intensity. Data from the Sport Development Index Survey (Mutohir et al., 2022) revealed that only 6.79% of children aged 10–15 years had good physical fitness, while 77.12% were classified as poor.

Project-based learning (PjBL) is a relevant solution in the Independent Curriculum. PjBL is a learning model that positions students as active subjects in designing, solving problems, and making decisions through products produced within a specific timeframe (Yang et al., 2021). In the context of Physical Education and Health, PjBL has been shown to improve student discipline and learning outcomes (Febriyanti et al., 2024). Through its indirect effect on self-regulated learning, it encourages increased daily physical activity, which impacts physical fitness (Hartati et al., 2020).

The implementation of Project-Based Learning (PjBL) in Physical Education and Health (PJOK) at SIR requires support from universities as academic partners. The Community Service (PkM) program from the Faculty of Sport and Health Sciences (FIKK) at Surabaya State University (Unesa) addresses this need. This article outlines the process, results, and outcomes of the PkM program, titled "Project-Based PJOK Learning in the Practice of the Independent Curriculum at Indonesian Schools in Riyadh," which was held in September 2024.

2. IMPLEMENTATION METHOD

This PkM activity was carried out using a participatory training approach consisting of eight stages: (1) initial planning, (2) determining material, (3) selecting instructors, (4) recruiting participants, (5) theoretical training, (6) case studies and simulations, (7) exchange of experiences and panel discussions, and (8) practical training and evaluation.

The activity was held on Sunday, September 29, 2024, at the Indonesian School of Riyadh, 8561 Abdullah Ibn Muammar, Umm Al Hamam Al Gharbi, Riyadh 12328, Saudi Arabia. The organizers consisted of two lecturers from FIKK Unesa, one teacher from PJOK SIR, and six teacher trainees from various universities in Indonesia who were undergoing field practice programs at SIR.

In the planning stage, the needs of SIR PJOK teachers were identified regarding the implementation of the Independent Curriculum, specifically the PjBL model. The training materials included: (a) basic concepts and syntax of PjBL; (b) integration of PjBL in PJOK learning and daily physical activity; (c) development of physical activity programs using Daily Physical Activity (DPA) Cards; and (d) practice in preparing project-based learning plans.

Evaluation of the quality of implementation used four assessment instruments: materials, implementation, facilities, and presenter skills. Each aspect was assessed on a scale of 1–5 with the following categories: very poor (0–20%), insufficient (20–40%), sufficient (40–60%), good (60–80%), and very good (80–100%). Data were analyzed descriptively to measure the success of the PkM implementation.

3. RESULTS AND DISCUSSION

Situation Analysis of Indonesian Schools in Riyadh

The Indonesian School in Riyadh is part of a network of 14 SILN schools operating in Saudi Arabia. SIR implements the Independent Learning Curriculum (KMB) for grades 1, 2, and 4 of elementary school; the Changed Independent Learning Curriculum (KMBMB) for grades 5 and 6; and the Project-Based Independent Learning Curriculum (KMBBP) for junior high school. Based on data from the even semester of 2023/2024, SIR has seven teachers, one administrative staff member, and 193 students (94 boys and 99 girls).

Evaluation of the Independent Curriculum in SILN schools revealed similar challenges. In their study at SMA Teladan Sei Rampah (Syahri & Kari, 2023), they found that the implementation of the Independent Curriculum in Physical Education (PJOK) received a positive response from students, although there were still obstacles in teachers' understanding of innovative learning models. Meanwhile, research at SIKL confirmed that teachers need guidance in developing the Operational Curriculum for Educational Units (KOSP) and implementing good practices for the Independent Curriculum (Hazin et al., 2023).

The problems identified in the SIR include three main issues: (1) limited information and access to the Independent Curriculum learning models; (2) limited physical and digital infrastructure; and (3) cultural adaptation difficulties for some students and parents. These three issues align with findings from the Community Service Program (PKM) service community at the Indonesian school in Bangkok, where limited facilities and teacher competency development were the primary focus (Jati et al., 2024).

Implementation of the PjBL Model in PJOK

The PkM implementation was held on Sunday, September 29, 2024 at the Indonesian School in Riyadh, Saudi Arabia. Attended by 2 lecturers from FIKK Unesa as speakers, 1 PJOK teacher from the Indonesian School in Riyadh, and 6 practicum teachers from the Indonesian School in Riyadh. The implementation of PkM at the Indonesian School in Riyadh (SIR) began with the reception of the PkM team by the leadership and teachers. In addition, SIR received field practice students from various universities in Indonesia, including Unesa. The practicum students then became participants in the PkM implementation. The materials presented in the PkM implementation are as follows.



Figure 1. Community Service Presentation Material

The presentation was conducted by Prof. Dr. Drs. Abdul Rahman Syam Tuasikal, M.Pd. with the following documentation.



Figure 2. Documentation of Community Service Implementation

The implementation of PkM began with an opening by the Riyadh Education and Culture Attaché in one room for all PkM titles, after which each PkM group entered their respective rooms.

PjBL training in this PkM activity is based on six main syntaxes: (1) determining fundamental questions; (2) designing a product plan; (3) preparing an implementation schedule; (4) monitoring project progress; (5) testing results; and (6) evaluating learning experiences (Rizaldi & Fatimah, 2023). In the context of PJOK learning, these syntaxes are integrated with students' daily physical activity programs, both inside and outside the PJOK class.

The PjBL model provides a comprehensive framework for teachers to integrate in-class activities with physical activity outside of school. This aligns with research findings (Hartati et al., 2020), which demonstrated that integrating physical education classes with a game approach and Daily Physical Activity (DPA) for six weeks significantly improved the physical fitness of elementary school students. Students' physical activity is monitored through a DPA Card, which records the type,

frequency, intensity, and duration of movement, while also receiving validation from parents (Listyarini et al., 2021; Suciati, 2010).

Santayasa et al. (2020) in their research showed that students who learned using the PjBL model achieved higher academic achievement compared to direct learning, because PjBL facilitates active engagement in constructing knowledge through meaningful projects. This principle is relevant in the context of Physical Education and Health, where physical activity projects are designed based on students' interests and passions, thereby increasing intrinsic motivation to be active.

The implementation of the Independent Curriculum using the PjBL model provides teachers with flexibility in exploring students' abilities and independence (Afandi & Sayyi, 2023). In the context of the student-Based Learning (SIR), this flexibility is particularly relevant given the limited mobility outside of school for some students who do not yet have a full residence permit. Physical activity projects are designed to be implemented both in the school environment and at home, with parental supervision as a control mechanism.

Quality of Community Service Implementation

The evaluation of the quality of Community Service implementation showed very satisfactory results in all four aspects assessed. Table 1 presents a summary of the results of the implementation quality evaluation.

Table 1. Quality of Community Service Implementation

Aspect	Percentage	Category
Material Quality	94%	Very well
Quality of Implementation	96%	Very well
Quality of Facilities	90%	Very well
Speaker's Ability	98%	Very well
Total / Rate-rate	95%	Very well

Source: PkM evaluation data, 2024

The 94% score on the material reflects the relevance and depth of the PjBL content delivered to participants. This is supported by the mastery of the material by the presenter, Prof. Dr. Abdul Rachman Syam Tuasikal, M.Pd., a physical education expert with a strong track record of research and community service. The highest-scoring performance of the presenter (98%) indicates that effective pedagogical communication is key to successful knowledge transfer in the training.

The quality of implementation (96%) reflects good activity management, including the suitability of content to objectives, timeliness, and the responsiveness of facilitators. Meanwhile, the quality of facilities (90%) remains in the very good category, although slightly lower, which is likely due to limited audio-visual facilities in the SIR environment. Overall, the total quality of implementation of 95% confirms that the PkM activity was effective and achieved the set goals.

External Community Service Activities

This Community Service Program (PKM) activity has produced several outcomes, both achieved and still in progress. First, the Cooperation Implementation Agreement (PKS) between FIKK Unesa and SIR, signed on September 29, 2024, serves as the legal basis for the continuation of academic collaboration between Indonesian universities and schools in Saudi Arabia. Second, publication in the mass media through the Wartatransparansi.com portal, which expands the reach of information dissemination about the Community Service Program (PKM) activities. Third, a poster entitled "The Effectiveness of the PjBL Learning Model in Increasing Daily Physical Activity" is currently in the process of registering for Intellectual Property Rights (IPR). Fourth, a video documentation of the activity is in the process of being uploaded to the YouTube platform (<https://www.youtube.com/watch?v=qUnjsFRjbYA>).

The sustainability of this Community Service Program (PKM) has significant potential for development. As recommended by Jati et al. (2024) within the service community at the Indonesian School in Bangkok, collaboration between universities and SILN needs to be intensified through more structured and sustainable programs. This is crucial considering that SIR not only carries out an educational mission but also serves as a refugee school for students who do not yet have a full residency permit in Riyadh.

4. CONCLUSION

The Project-Based Physical Education and Health Learning (PjBL) activity within the Independent Curriculum Practice at the Indonesian School in Riyadh has been implemented with excellent results. The PjBL training model provided additional capacity for SIR Physical Education and Health teachers in designing and implementing learning that integrates physical activity inside and outside the classroom. The evaluation of the quality of implementation showed an average total score of 95%, in the excellent category, reflecting the effectiveness of the applied training method.

The implementation of PjBL in PJOK at SILN is unique, particularly in relation to students' limited access to activities outside of school. Therefore, project-based physical activity programs need to be designed taking into account the local environmental and cultural context, and involving parents as agents of supervision and support. This PkM activity recommends: (1) increasing the number of teaching staff through student/lecturer exchange programs; (2) developing ongoing educational relationships for SIR alumni at the tertiary level; and (3) expanding PkM materials to cover the entire spectrum of Independent Curriculum implementation, not limited to the PjBL model.

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