

Pkm Project-Based Pjok Learning In The Implementation Of The Independent Curriculum In Indonesian Schools In Riyadh

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Abstract

Indonesian Schools Overseas (SILN) encounter difficulties when it comes to applying the Merdeka Curriculum, especially at the Indonesian School Riyadh (SIR) located in Saudi Arabia. Key challenges for Physical Education, Sport, and Health (PJOK) educators include limited human resources, inadequate infrastructure, and the need for cultural adaptation. This community service (Pkm) initiative seeks to improve the skills of PJOK teachers at SIR via training in Project Based Learning (PjBL) that fits within the Merdeka Curriculum guidelines. The approach used involved assessing needs, preparing materials, providing theoretical instruction, conducting simulations, and gathering feedback. The event took place on September 29, 2024, at the Indonesian School Riyadh, with participation from two educators from FIKK Unesa, one PJOK instructor, and six student-teachers. Evaluation findings indicated excellent performance in all areas: materials (94%), organization (96%), facilities (90%), and instructor expertise (98%), culminating in an overall average of 95%. The results include publications in mass media and a poster registered with HKI. This Pkm initiative has made a significant contribution to enhancing the abilities of PJOK teachers in applying PjBL to boost students' daily physical activity in accordance with the principles of the Merdeka Curriculum.

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1. INTRODUCTION

Education serves as the essential basis for cultivating high-quality human resources. In Indonesia, the government is continually updating its curriculum to enhance educational standards, notably through the Independent Curriculum initiative. This curriculum allows both teachers and students the flexibility to choose and modify learning materials to suit local circumstances and requirements (Risqi et al., 2023). One prominent educational approach within the Independent Curriculum is project-based learning (PjBL).

Indonesian Schools Abroad (SILN) are schools established by the Indonesian government to cater to Indonesian citizens living outside the country. According to Dapodikdasmen data for the second semester of 2023/2024, there are 221 SILNs situated in 12 nations, catering to 29,676 learners and employing a total of 870 teachers. Among them is the Indonesian School of Riyadh (SIR) in Saudi Arabia, which has 193 students and eight teaching staff members (Directorate General of Primary and Secondary Education, 2024).

SILN encounters various obstacles in applying the Independent Curriculum. Research conducted at Sekolah Indonesia Kuala Lumpur (SIKL) indicated a deficiency in teachers'

understanding of the Independent Curriculum along with its teaching modules (Hazin et al., 2023). A study assessing the implementation of the Independent Curriculum in Physical Education (PJOK) at Sleman Public Junior High Schools (SMP Negeri Sleman) revealed that while a few schools have adopted PjBL, educators still find it difficult to transition from traditional teaching methods (Prasetyo et al., 2023). SIR also faces similar challenges, such as a lack of human resource information regarding the Independent Curriculum's implementation, insufficient infrastructure and technology (Qomariah et al., 2023), and challenges with cultural adaptation for some students and their families.

Physical Education, Sports, and Health (PJOK) have a crucial role in fostering students' physical fitness and promoting active lifestyles. Nevertheless, the reality is that conducting PJOK just once a week does not fulfill the physical activity recommendations established by the WHO and the Indonesian Ministry of Health, which advocate for at least 150 minutes of moderate-intensity activity weekly. Data from the Sport Development Index Survey (Mutohir et al., 2022) indicated that merely 6.79% of children aged 10 to 15 years exhibit good physical fitness, while 77.12% fall into the poor category.

Project-based learning (PjBL) represents a relevant approach within the Independent Curriculum framework. PjBL is an educational model that engages students actively in creating, addressing challenges, and making choices through the products they develop within a designated timeframe (Yang et al., 2021). When applied to Physical Education and Health (PJOK), PjBL has been found to enhance student discipline and academic results (Febriyanti et al., 2024) and, through its indirect influence on self-regulated learning, fosters increased daily physical activity levels, positively affecting physical fitness (Hartati et al., 2020).

The application of PjBL in PJOK at SIR needs backing from universities as educational collaborators. To address this requirement, the Community Service (PkM) initiative from the Faculty of Sport and Health Sciences (FIKK) at Surabaya State University (Unesa) was developed. This article outlines the steps taken, the findings, and the results of the PkM initiative, called "Project-Based PJOK Learning in the Implementation of the Independent Curriculum at Indonesian Schools in Riyadh," which took place in September 2024.

2. IMPLEMENTATION METHOD

This Community Service (PKM) initiative was carried out through a participatory training method that involved eight steps: (1) planning phase, (2) selection of materials, (3) choosing instructors, (4) recruiting participants, (5) theoretical instruction, (6) case study discussions and simulations, (7) sharing experiences and panel talks, and (8) hands-on training and assessment.

The event occurred on Sunday, September 29, 2024, at the Indonesian School of Riyadh, located at 8561 Abdullah Ibn Muammar, Umm Al Hamam Al Gharbi, Riyadh 12328, Saudi Arabia. Attendees included two lecturers from the Faculty of KK Unesa, one Physical Education (PJOK) educator from SIR, and six teacher interns from various Indonesian universities who were participating in field practice programs at SIR.

During the planning phase, the specific needs of SIR's Physical Education (PJOK) teachers regarding the Independent Curriculum, particularly concerning the PjBL model, were assessed. The training content included: (a) fundamental concepts and framework of PjBL; (b) incorporation of PjBL into PJOK education and daily physical activities; (c) creation of a physical activity program utilizing the Daily Physical Activity (DPA) Card; and (d) hands-on experience in designing project-based learning plans.

To evaluate the implementation quality, an assessment tool was developed that focused on four areas: content, execution, resources, and teacher proficiency. Each area was rated on a scale from 1 to 5, with the following classifications: very poor (0–20%), inadequate (20–40%), adequate (40–60%), good (60–80%), and outstanding (80–100%). The data was analyzed descriptively to assess the effectiveness of the PKM initiative.

3. RESULTS AND DISCUSSION

Research Results

The Indonesian School in Riyadh is incorporated within a system of 14 SILN institutions functioning in Saudi Arabia. SIR employs the Independent Learning Curriculum (KMB) for grades 1, 2, and 4 of elementary education; the Modified Independent Learning Curriculum (KMBMB) for grades 5 and 6; and the Project-Based Independent Learning Curriculum (KMBBP) for junior high school levels. As per the data from the second semester of the 2023/2024 academic year, SIR comprises seven educators, one administrative personnel, and 193 pupils (94 males and 99 females).

Assessment of the Independent Curriculum in SILN institutions indicated common difficulties. (Syahri & Kari, 2023) in their study at SMA Teladan Sei Rampah noted that students showed a favorable response to the Independent Curriculum in Physical Education (PJOK), though there were still issues regarding teachers' grasp of innovative teaching models. Additionally, research conducted at SIKL confirmed that educators require support in crafting the Operational Curriculum for Educational Units (KOSP) and in applying effective practices for the Independent Curriculum (Hazin et al., 2023).

The challenges identified at SIR involve three key areas: (1) insufficient information and access to Independent Curriculum teaching models; (2) inadequate physical and online facilities; and (3) challenges in cultural adaptation for certain students and guardians. These three challenges correlate with findings from the Community Service Program (PKM) in the Indonesian School in Bangkok, where the emphasis was on limited resources and the advancement of teacher competency (Jati et al., 2024).

The PkM event took place on Sunday, September 29, 2024, at the Indonesian School in Riyadh, Saudi Arabia. It featured two educators from the Faculty of Education and Health Sciences (FIKK) Unesa as speakers, one PJOK instructor from the Indonesian School in Riyadh, and six student teachers from the same institution. The initiation of the Community Service Program (PKM) at the Indonesian School of Riyadh (SIR) commenced with the welcoming of the PkM team by the principal and faculty members. Furthermore, SIR hosted field practice students from multiple universities across Indonesia, including Unesa. These students subsequently became involved in the implementation of the PkM. The content provided during the PkM rollout includes the following.

Figure 1. PkM Display Material



The presentation was carried out by Prof. Dr. Drs. Abdul Rahman Syam Tuasikal, M.Pd. along with the accompanying documentation.

Figure 2. Record of PkM Execution



The start of the Community Service Program (PKM) featured an introduction by the Riyadh Attaché for Education and Culture in a designated space for all PKM titles. Following this, each group associated with PKM proceeded to their individual rooms.

The PjBL training within this PKM initiative relies on six key steps: (1) identifying core questions; (2) creating a plan for the product; (3) setting up an action timeline; (4) tracking the progress of the project; (5) assessing outcomes; and (6) reviewing learning experiences (Rizaldi & Fatimah, 2023). In the realm of Physical Education (PJOK), these steps are linked with students' daily physical activities, both within and outside PJOK lessons.

The PjBL approach offers a detailed structure for educators to connect school activities with outdoor physical engagements. This is in line with study results (Hartati et al., 2020) that showed combining PJOK classes with game-based activities and Daily Physical Activity over a six-week period significantly enhanced the physical fitness of elementary students. Monitoring of the students' physical engagement is conducted through a Student Activity Card (DPA) that tracks the type, frequency, intensity, and length of activities, and is also verified by parents (Listyarini et al., 2021; Suciati, 2010).

Research by (Santayasa et al., 2020) indicated that students who learned through the PjBL model attained greater academic success compared to those who experienced traditional teaching methods, as PjBL encourages active participation in knowledge building through engaging projects. This concept is especially important in Physical Education and Health, where projects related to physical activity are tailored to the students' interests and passions, thereby boosting their internal motivation to stay active.

The application of the Independent Curriculum using the PjBL approach allows educators to explore students' skills and autonomy (Afandi & Sayyi, 2023). In relation to the Student Activity Resilience (SIR), this adaptability is especially important for some students with restricted movement outside school, who do not have complete residence clearance. Projects concerning physical activity are structured to be carried out both in school and at home, with parental oversight serving as a regulatory measure.

Discussion

The assessment of the quality of PkM execution revealed highly positive outcomes in all four areas evaluated. A summary of the findings from the quality evaluation of the implementation is shown in Table 1.

Table 1. Standard of PkM Execution

Aspect	Percentage	Category
Training Materials Quality	94%	Excellent
Training Implementation Quality	96%	Excellent
Facilities Quality	90%	Excellent
Trainer Competence	98%	Excellent
Overall Average	95%	Excellent

Source: PkM evaluation data, 2024

The 94% rating for the quality of materials demonstrates the relevance and thoroughness of the PjBL content provided to participants. This is backed by the presenter's expertise, Prof. Dr. Abdul Rachman Syam Tuasikal, M.Pd., known for his extensive work in physical education, research, and community involvement. The speaker who received the highest rating of 98% emphasized that effective teaching communication is crucial for successful transfer of knowledge during the training.

The implementation quality rating of 96% indicates effective management of activities, including how well the content aligns with goals, adherence to schedules, and facilitator engagement. Meanwhile, the facilities rating of 90% remains very good, albeit slightly lower, likely due to limited audio-visual resources within the SIR setting. In general, the overall implementation quality score of 95% affirms that the PkM activity was effective and met its intended goals.

This PkM activity led to several results, both completed and ongoing. Firstly, the Cooperation Implementation Agreement (PKS) between FIKK Unesa and SIR, which was signed on September 29, 2024, establishes the legal foundation for ongoing academic collaboration between Indonesian universities and schools in Saudi Arabia. Secondly, there is a publication in the mass media via the Wartatransparansi.com site, which expands the reach of information about Community Service (PKM) initiatives. Thirdly, there is a poster labeled "The Effectiveness of the PjBL Learning Model in Increasing Daily Physical Activity" that is in the process of being registered for Intellectual Property Rights (IPR). Fourthly, a video capturing the activities is being uploaded to YouTube (<https://www.youtube.com/watch?v=qUnjsFRjbYA>).

The future of this Community Service (PKM) program shows great potential for further growth. As suggested by Jati et al. (2024), within the service community at the Indonesian School in Bangkok, it is essential to enhance partnerships between universities and SILN through more organized and sustainable programs. This is especially relevant, as SIR not only fulfills an educational role but also serves as a support school for students lacking full residency permits in Riyadh.

4. CONCLUSIONS

The Project-Based Physical Education and Health Learning (PkM) initiative implemented in the Independent Curriculum Practice at the Indonesian School in Riyadh has achieved outstanding outcomes. The PjBL training framework has equipped SIR (Syrian Islamic Boarding School) PJOK instructors with greater skills for crafting and executing lessons that incorporate physical activities both indoors and outdoors. The assessment of the implementation's quality yielded an average rating of 95%, which is classified as excellent, highlighting the success of the training strategy employed.

The execution of PjBL in PJOK at SILN is distinct, especially due to the limited opportunities for students to engage in activities beyond the school environment. Consequently, the project-based physical activity program should be formulated with consideration for the local cultural and environmental factors, while also including parents as key figures in monitoring and supporting their children. This PkM initiative suggests: (1) enhancing the teaching workforce through student/lecturer exchange initiatives; (2) fostering ongoing educational connections for SIR graduates at the university level; and (3) broadening the PkM curriculum to cover the entirety of Independent Curriculum execution, extending beyond just the PjBL approach.

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