Jurnal Pendidikan Jasmani (JPJ)
Vol. 7, No.2, October 2026
ISSN: 2723-2816 (Online)

The Role of Physical Education Teachers in Optimizing Differentiated Learning in The Era of The Merdeka Curriculum at Public Junior High Schools and State Islamic Junior High Schools in Tembelang District, Jombang

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Abstract
The Merdeka Curriculum emphasizes student-centered learning by accommodating learners' diverse needs, interests, and characteristics. In Physical Education, Sports, and Health (PJOK), differentiated instruction has become increasingly important because students demonstrate varying levels of physical ability, learning readiness, motivation, and learning preferences. This study aimed to analyze the role of PJOK teachers in optimizing differentiated learning at public junior high schools and Islamic junior high schools in Tembelang District, Jombang Regency. A qualitative approach with a case study design was employed to obtain an in-depth understanding of the implementation of differentiated learning. Data were collected through classroom observations, in-depth interviews with PJOK teachers, school principals, and students, as well as documentation. The data were analyzed using the interactive model of data reduction, data display, and conclusion drawing, while data credibility was ensured through source and technique triangulation. The findings indicate that PJOK teachers play significant roles as facilitators, motivators, innovators, and evaluators in implementing differentiated learning by adapting learning content, instructional processes, learning products, and learning environments to students' diverse characteristics. The implementation of differentiated learning contributed to increased student motivation, active participation, engagement, and physical skill development. However, several challenges were identified, including limited sports facilities and infrastructure, restricted instructional time, and insufficient teacher understanding of differentiated learning principles. Therefore, continuous professional development programs and institutional support are essential to strengthen teachers' competencies and improve the effective implementation of differentiated learning within the Merdeka Curriculum, ultimately fostering more inclusive, adaptive, and meaningful physical education learning experiences.

Keywords: *Differentiated learning; Merdeka Curriculum; Physical Education Teacher; Physical Education; Teacher Role*
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INTRODUCTION

The implementation of the Merdeka Curriculum in Indonesia encourages student-centered learning by accommodating students' needs, interests, and learning characteristics. One of the main approaches emphasized in this curriculum is differentiated learning, which refers to instructional practices that adjust content, process, product, and learning environment according to students' readiness, interests, and learning profiles (Marlina, 2019). This approach

is aligned with the objectives of improving educational quality and developing human resources capable of facing the challenges of the 21st century (Masgumelar & Mustafa, 2021).

In Physical Education, Sports, and Health (PJOK), differentiated learning is particularly important because students demonstrate diverse physical abilities, motor skills, fitness levels, motivation, and learning experiences. These differences require teachers to design flexible learning activities that allow all students to participate actively and achieve optimal learning outcomes according to their individual capacities. Physical Education is not only intended to improve students' physical fitness but also to develop social skills, character, cooperation, responsibility, and lifelong physical activity habits (Bulqini et al., 2021).

PJOK is an integral part of the educational system and provides opportunities for students to engage in physical activities that support their physical and mental development (Filiz & Konukman, 2020). Through well-designed physical education programs, students can develop movement skills, improve health-related fitness, strengthen social interaction skills, and establish healthy lifestyles (Razouki et al., 2021). Furthermore, PJOK contributes to improving students' understanding of movement principles and their practical application in everyday life (Wright & Richards, 2022).

Previous studies have shown that differentiated learning can improve student engagement, motivation, and learning outcomes by providing learning experiences that are more relevant to individual needs (Herwina, 2021). Differentiated learning allows teachers to accommodate students' strengths and learning needs through modifications in content, process, product, and learning environment based on students' readiness, interests, and learning profiles (Marlina, 2019).

However, implementing differentiated learning in PJOK presents several challenges. Teachers often encounter difficulties in conducting diagnostic assessments and identifying students' individual needs, interests, and learning characteristics at the beginning of instruction. In addition, many teachers who are accustomed to traditional pedagogical approaches experience challenges in shifting toward differentiated instructional practices, even though they recognize their potential benefits (Djamaluddin & Wardana, 2019).

Although differentiated learning has been widely discussed in general education subjects, studies focusing on the role of PJOK teachers in optimizing differentiated learning implementation in the Merdeka Curriculum era remain limited, particularly at the junior secondary school level. The Merdeka Curriculum provides flexibility for teachers and schools to design learning experiences that align with students' characteristics, interests, and potentials (Daga, 2021). This curriculum is expected to prepare students to face future challenges through

more independent, innovative, and student-centered learning approaches (Arifin et al., 2022; Sherly et al., 2020).

SMP and MTs in Tembelang District, Jombang Regency, have begun implementing the Merdeka Curriculum, making them relevant settings for investigating the role of PJOK teachers in planning, implementing, and evaluating differentiated learning practices. Understanding these roles is important to identify supporting factors, implementation challenges, and effective strategies for improving learning quality in PJOK.

Therefore, this study aims to analyze the role of PJOK teachers in optimizing differentiated learning in the era of the Merdeka Curriculum at SMP and MTs in Tembelang District, Jombang Regency. Specifically, this study investigates the factors influencing the effectiveness of teachers' roles, the strategies used to overcome implementation challenges, and the impact of differentiated learning on students' participation and development.

In this study, differentiated learning refers to instructional strategies that adapt content, process, product, and learning environment according to students' readiness, interests, and learning profiles (Marlina, 2019). PJOK teachers refer to teachers responsible for Physical Education, Sports, and Health subjects, while the Merdeka Curriculum refers to the Indonesian curriculum policy that provides flexibility for teachers to design learning based on students' characteristics and needs (Daga, 2021).

METHOD

This study employed a qualitative approach using a case study design to explore the role of Physical Education, Sports, and Health (PJOK) teachers in optimizing differentiated learning in the era of the Merdeka Curriculum. A qualitative approach was selected because it allows researchers to obtain an in-depth understanding of social phenomena and educational practices occurring in natural settings.

The study was conducted at junior secondary schools implementing the Merdeka Curriculum in Tembelang District, Jombang Regency, East Java Province, Indonesia, namely SMP Negeri 1 Tembelang, SMP Negeri 2 Tembelang, and MTs Negeri 16 Jombang. Data collection was carried out gradually according to the schedule and conditions of each school during June 2024 and June 2025.

Participants were selected using purposive sampling because they were directly involved in the implementation of differentiated learning in Physical Education classes. This sampling strategy was employed to obtain rich and relevant information from individuals who possessed first-hand experience regarding the phenomenon under investigation. In qualitative

case study research, the adequacy of participants is determined by the depth and richness of information rather than statistical representativeness. Therefore, the nine participants were considered sufficient to comprehensively describe the implementation of differentiated learning across the three research sites.

The participants consisted of three PJOK teachers, three school principals, and three students selected purposively based on their direct involvement in the implementation of differentiated learning in PJOK classes. The participants included three PJOK teachers (AA, RA, and HR), two principals (TS and MS), one madrasa principal (ET), and three students (PF, AD, and RH). Data collection continued until information obtained from participants became repetitive and no substantial new categories or themes emerged, indicating that data saturation had been achieved.

Data were collected through direct observation, in-depth interviews, and document analysis. Observations were conducted to examine the implementation of differentiated learning practices in PJOK classes. Data were collected through classroom observations, semi-structured in-depth interviews, and document analysis. Each participant was interviewed once using a semi-structured interview guide that allowed flexibility for probing questions whenever clarification was required during the interview session. Although formal follow-up interviews were not conducted, clarification of findings was achieved through comparison with observation results, documentation, and information obtained from different participant groups. Documentation, including lesson plans, assessment records, and school documents, was used to strengthen and verify the findings obtained from interviews and observations.

The research instruments consisted of observation guidelines, interview guidelines, and documentation sheets developed based on indicators related to teachers' understanding of differentiated learning and the Merdeka Curriculum, implementation practices, motivational roles, technology utilization, collaboration, and evaluation processes. The interview and observation instruments were developed based on several indicators, including teachers' understanding of differentiated learning, lesson planning, implementation of differentiated instruction, teacher roles during learning activities, assessment practices, supporting factors, challenges encountered during implementation, and the perceived impact of differentiated learning on students' participation and learning experiences.

Data analysis followed the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing or verification. The analysis began by organizing interview transcripts, observation notes, and documentation into a single database. Subsequently, open coding was conducted to identify meaningful statements related

to teachers' roles, differentiated learning practices, supporting factors, implementation challenges, and learning outcomes. Similar codes were then grouped into categories and synthesized into broader themes representing the major findings of the study. The categorized data were presented narratively to facilitate interpretation, while conclusions were continuously verified by comparing findings across different data sources throughout the research process.

The trustworthiness of the findings was ensured through source triangulation, method triangulation, and interview question triangulation. Source triangulation was conducted by comparing information obtained from PJOK teachers, school principals, and students. Method triangulation involved comparing findings derived from classroom observations, interviews, and document analysis. Furthermore, interview responses addressing similar issues were cross-checked across participant groups to ensure consistency, credibility, and confirmability of the research findings.

RESULTS AND DISCUSSION

Result

The findings showed that PJOK teachers in SMP Negeri 1 Tembelang, SMP Negeri 2 Tembelang, and MTs Negeri 16 Jombang generally understood the concept of differentiated learning and the principles of the Merdeka Curriculum. Teachers perceived differentiated learning as an instructional approach that adjusts learning activities to students' characteristics, physical abilities, interests, and learning needs.

The implementation of differentiated learning in PJOK was carried out through several strategies, including adjusting physical activities according to students' abilities, modifying learning materials and assignments, grouping students based on readiness levels, and adapting assessment according to students' physical conditions. Teachers also provided alternative activities for students with physical limitations or lower physical capacities.

Table 1. Summary of Research Findings

Findings	Description
Teacher understanding	PJOK teachers understood the principles of differentiated learning and the Merdeka Curriculum
Learning implementation	Teachers adjusted activities, materials, and assessments according to students' abilities
Teacher role	Teachers acted as facilitators, motivators, and evaluators
Supporting factors	School leadership support, teacher collaboration, and training participation
Obstacles	Limited facilities, time constraints, and limited diagnostic assessment skills
Impact on students	Increased motivation, participation, self-confidence, and physical development

School principals reported that schools had provided support through training opportunities, policy flexibility, and teacher collaboration forums. However, support in the form of facilities and funding remained limited, particularly regarding sports equipment and infrastructure required for differentiated learning implementation.

Students perceived differentiated learning positively. They reported receiving learning activities appropriate to their physical abilities and experiencing increased motivation, participation, understanding, and self-confidence during PJOK lessons. Students also appreciated teachers' personal approaches toward those with lower confidence or physical limitations.

Despite these positive outcomes, several challenges were identified. Teachers experienced difficulties in recognizing individual student characteristics, conducting diagnostic assessments, and managing heterogeneous classes. In addition, limited facilities and insufficient understanding of differentiation strategies hindered the optimal implementation of differentiated learning in some schools.

Discussion

The findings demonstrate that PJOK teachers possess a sound understanding of differentiated learning and have attempted to implement its principles through adjustments in learning activities, instructional materials, grouping strategies, and assessment practices. These findings indicate that differentiated instruction has begun to be integrated into physical education learning in accordance with the student-centered principles promoted by the Merdeka Curriculum. This is consistent with Tomlinson (2001), who emphasized that differentiated learning should accommodate students' readiness, interests, and learning profiles to maximize learning outcomes.

The results also reveal that teachers assume multiple professional roles beyond delivering instruction. They function as facilitators, motivators, mentors, and evaluators who continuously adapt learning experiences to meet students' diverse physical abilities and learning needs. Such roles are essential in physical education because students demonstrate varying levels of physical competence and confidence, requiring teachers to provide flexible learning opportunities that ensure equitable participation.

Positive student responses further indicate that differentiated learning contributes to improved motivation, participation, self-confidence, and understanding during PJOK lessons. These findings are in line with previous studies by Herwina (2021) and Marlina (2019), which reported that differentiated learning enhances student engagement and learning outcomes by providing more personalized learning experiences. The availability of alternative learning

activities for students with physical limitations also reflects the inclusive nature of differentiated instruction.

Nevertheless, the study identifies several barriers that may reduce the effectiveness of differentiated learning implementation. Teachers encountered difficulties in identifying students' individual characteristics, conducting diagnostic assessments, and managing heterogeneous classrooms. Limited sports facilities, insufficient instructional resources, and restricted funding also constrained the implementation of differentiated learning. These findings suggest that successful implementation depends not only on teachers' pedagogical competence but also on institutional support through adequate infrastructure, continuous professional development, and supportive school policies.

Overall, the findings indicate that differentiated learning has considerable potential to improve the quality of PJOK learning within the Merdeka Curriculum framework. However, sustained teacher training, stronger collaboration among school stakeholders, and improved educational resources remain essential to ensure consistent and equitable implementation across schools.

CONCLUSION

The findings of this study indicate that the implementation of differentiated learning by PJOK teachers in SMP and MTs in Tembelang District positively contributes to students' physical development and learning abilities in the Merdeka Curriculum era. By adapting learning strategies, materials, processes, and learning environments according to students' needs, interests, and abilities, teachers were able to create more inclusive, meaningful, and engaging learning experiences. Beyond their instructional role, PJOK teachers also acted as facilitators who fostered positive relationships and encouraged students to develop according to their individual capacities. As a result, students showed increased motivation, participation, self-confidence, and improvements in physical endurance, motor coordination, and basic motor skills. These findings suggest that differentiated learning is an effective and relevant approach for addressing student diversity in physical education and should continue to be developed and implemented more broadly. Future studies are recommended to examine the long-term impact of differentiated learning across different educational contexts and student populations.

ACKNOWLEDGMENT

The authors would like to express their gratitude to SMP Negeri 1 Tembelang, SMP Negeri 2 Tembelang, and MTs Negeri 16 Jombang for granting permission and supporting the implementation of this research. The authors also thank the principals, PJOK teachers, and students who participated and provided valuable information throughout the study.

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