

Implementation of the Merdeka Curriculum With the Tactical Games Model To Improve Learning Outcomes of Forearm Passing Techniques Volleyball Games

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ABSTRACT

This research is a classroom action research that aims to determine the level of student learning outcomes through the implementation of the Merdeka Curriculum with a Tactical Games Model to improve learning outcomes in volleyball game forearm passing technique in grade V SDS Bakau Estate students, in the 2022/2023 academic year consisting of 28 students. This research was carried out in two cycles and each cycle consisted of four stages, namely: planning, implementing, observing, and reflecting. Cycle I and cycle II carried out four meetings. Data collection on learning outcomes is done using observation sheets, students worksheets, and tests of motor skills at the end of each cycle I and the end of each cycle II. The data collected is analyzed quantitatively. From these data, the study of learning outcomes in the technique of forearm passing the volleyball game shows that students who completed their studies in cycle I were 6 people with a percentage of 21% and students who didn't complete their studies were 22 people with a percentage of 78%. Whereas in cycle II, 21 students completed their studies with a percentage of 75% and 7 students who didn't complete their studies with a percentage of 25%. The results of the analysis also show that there is a significant increase in the learning outcomes of the passing technique in the volleyball game in grade V SDS Bakau Estate students. Based on the results of this study it can be concluded that the implementation of the Merdeka Curriculum with the tactical games model can improve student's learning outcomes.

Keywords: *Merdeka Curriculum; Tactical Games Model; Learning Outcomes.*

INTRODUCTION

Physical education, sports and health is a comprehensive educational process that uses physical activity with games and sports as tools (Rusli Lutan, 2000; Sahabuddin et al., 2020). Thus, it can be interpreted that the goal is not just physical achievements, but also involves psychological activities. Therefore, the implementation of physical education,

sports and health must be developed more optimally so that students are more innovative, skilled, creative, have physical fitness and healthy living habits and have knowledge and understanding of human movement (Bangun & Yunis, 2016).

Physical education is a sports and health activity that is taught in elementary schools and has a very important role, in providing opportunities for students to be directly involved in various learning experiences through physical activities (Sahabuddin, Hakim, Husniati, et al., 2022). Sports must be carried out systematically, and directed at fostering better physical growth and psychological development (Utami et al., 2022).

Efforts to improve the quality of the physical education learning process in schools haven't gone as expected (Bismar & Sahabuddin, 2019). This can be seen from the author's experience that students still experience difficulties in understanding the concepts and mastering the basic techniques of a sport, as well as teachers still experience difficulties in instilling the concepts and mastery of basic sports techniques, resulting in low ability to play volleyball and technical skills basic volleyball techniques (Sahabuddin, 2018). Several factors influence the success of the physical education learning process, including teacher factors, student factors, learning material factors, sports equipment and facilities factors, learning methods, too many students, and insufficient time allocation (Sofyana & Rozaq, 2019). These factors are an interrelated unity and cannot be separated from one another (Pangondian et al., 2019). Whether physical learning can be done successfully and smoothly is determined by several elements, including teachers, students, curriculum, infrastructure, objectives, methods, supporting environment, and assessment (Sahabuddin et al., 2023). The problem that physical education teachers often encounter in the learning process is the problem of learning methods (Riyanda et al., 2020). Using learning methods that are appropriate to the learning material can optimize the physical education learning process at school (Jamaluddin et al., 2020). For this reason, physical education teachers are required to be creative in implementing the physical education learning process following the curriculum (Irfan, 2019).

In the realm of education, three main targets in the educational domain must be mastered by an educator, namely being able to educate in terms of affective or attitude, cognitive or knowledge, and psychomotor or ability, as well as students' movement skills. In the 2019 to 2022 academic year, Indonesia was hit by the Coronavirus (COVID-19) outbreak so Indonesia implemented three different types of curriculum in a relatively short time (Komarudin & Prabowo, 2020) to accommodate teaching and learning activities so that they could take place (Wijayanto et al., 2021). It cannot be denied that there are many

new adjustments in the realm of education, especially in the use of information technology to support the process of teaching and learning activities. The implementation of Social Distance during the Covid outbreak meant that teaching and learning activities (Rusdiana & Nasihudin, 2018; Syarifudin, 2020) didn't run effectively, especially in Physical Education, Sports and Health (PESH) subjects (Jayul & Irwanto, 2020). Social Distance is considered to greatly limit students' movement in the learning process, especially for cooperative types of teaching material (Putria et al., 2020). Whereas previously the 2013 Curriculum emphasized cooperative or group learning models (Wicaksono & Rachmadyanti, 2016). When Indonesia was hit by the COVID-19 outbreak, the teaching and learning process was carried out online (Pangondian et al., 2019), so the Ministry of Education and Culture implemented an emergency curriculum because the 2013 Curriculum was considered very ineffective if used in the online learning process (Fitra et al., 2020).

In the 2022/2023 academic year, the Ministry of Education and Culture updated the Indonesian curriculum with the name Merdeka Curriculum which is the result of the development of the 2013 Curriculum. The Merdeka Curriculum is not much different from K-13, there are only a few additions, namely in terms of the competency profile of Pancasila Students, the learning process produces work projects, as well as being more flexible in choosing various learning models to be applied.

According to Khoirurrijal in the book Independent Curriculum Development about the Pancasila profile, he states that "This project was developed based on a special theme determined by the Ministry of Education and Culture to increase the achievement of the Pancasila profile. "This project has nothing to do with learning outcomes because it is not aimed at achieving success goals in certain subjects" (Khoirurrijal et al, 2022).

Physical education is a medium for achieving internal educational goals by carrying out various movement activities that can enhance students' learning experiences at school (Rohmansyah, 2017). Apart from that, it is a forum for encouraging physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values, habituation to a healthy lifestyle to stimulate growth and development, and balanced physical and psychological quality (Kusuma & Winarno, 2018). In contrast to other types of subjects which are generally just monotonous learning in the classroom (Prasetyo et al., 2019), Physical Education subjects at school are an opportunity for students to hone their abilities and active movement skills according to their age level which is still in the process of physical growth and development (Saitya, 2022). One type of sport that can make

students move actively and is taught in the Physical Education, Sports and Health (PESH) subject is the game of Volleyball, especially forearm passing. This learning provides an opportunity to train arm muscle strength and build a good spirit of cooperation between students (Suganda et al., 2021).

Basic movement techniques in volleyball are a very important factor (Cahyono, 2017). Mastery of the basic movements of playing volleyball is one of the elements that determine whether a team wins or loses in a match in addition to the elements of physical, technical and mental conditions (Baidawi & Maidarman, 2019). Technique in volleyball can be interpreted as a way of playing the ball effectively and efficiently following the applicable game rules to achieve optimal results (Widyanto & Djawa, 2019).

Volleyball is a type of team sport game in which each team is played by two teams each team consists of six people on a field measuring 30 square feet (9 square meters) each team separated by a net (Ramadhan & Hidayat, 2020). The aim of this game is that each team playing tries to pass the ball properly through the net between two antennas (rods) until the ball touches the ground in the opponent's area (Sahabuddin, Hakim, Sudirman, et al., 2022), and prevents the ball from being passed from touching the ground in its court (Risma & Jatra, 2020). This can usually be achieved through a three-shot combination consisting of a forward 15-arm pass to the feeder, which is then fed to the attacker, and a spike directed into the opponent's field. Each group must try to hit the ball over the net and will get 1 point if the ball manages to fall into the opponent's square (rally point), the game ends when one team reaches 25. In a 24-24 position, the game continues until a difference of 2 (two) is reached. Each volleyball game is limited by a net. The ball is played with one or both hands and forth over the net regularly until the ball touches the floor (goes dead) in the opponent's square and ensures that the ball doesn't die in its square (Masrun, 2020).

In volleyball, basic technique is a fundamental factor that must be mastered by elementary/ high school/vocational school students (Suaidah et al., 2020). By mastering the basic techniques of playing volleyball, it is hoped that students will have the skills to play volleyball (Sahabuddin, 2018). Saying that volleyball is a complex game that is not easy for everyone to play. Knowledge of basic techniques and advanced techniques is required to be able to play volleyball effectively. The basic techniques for playing volleyball include passing, serving, smashing and blocking (Ruslan, 2021). Passing is a basic volleyball technique that functions to play the ball with teammates on their playing field. Apart from that, passing plays a very important role in supporting attacks or smashes

(Wahyu Cirana et al., 2021). This is because smashes can be done well if they are supported by perfect passing (Jayanti & Nasuka, 2021).

Based on observations made after conducting several interviews with teachers at SDS Bakau Estate. The obstacle is that it is found that there are still many teachers who are not ready or have mastered the concepts and learning tools that are not yet available. The implementation of the Merdeka Curriculum is considered still new, apart from that, many students have experienced learning loss because they have just entered school again after two years of the Covid-19 outbreak, so there are still many things that need to be addressed and prepared by teachers in facing the New Normal situation in schools. There are 28 students in Phase C/class V of SDS Bakau Estate, consisting of 13 male students and 15 female students. The problems found were among students when learning the game of volleyball, namely that some students were afraid to receive the ball, the use of the ball on their arms was not good so there was a lack of control over the direction of the ball, there were also some students who had mastered the basic movements but seemed less willing to share with other students. Their playing skills are still lacking so a gap forms between students. Apart from that, the results of the observation scores show that the majority of students in class V at SDS Bakau Estate have learning outcomes that do not meet the standards agreed upon by the school. This is because students do not understand good and correct forearm passing techniques and there is a learning loss effect which affects their self-confidence when performing forearm passing techniques which causes student learning outcomes to be poor.

Using a learning model that can be observed and practised directly has a great influence on the ongoing learning process (Kikin et al., 2021). Both in terms of subject matter and facilities and infrastructure must be adjusted first (Sahabuddin & Hakim, 2019). In the volleyball game subject, teachers are required to be innovative so that they can present learning material in a fun way with all existing conditions and limitations to arouse students' interest in learning (Dosinaen et al., 2020). The learning model is a way to distribute teaching materials so that the learning materials are easily absorbed by students (Wildani & Gazali, 2020). If a teacher is less creative in choosing a learning model, it will affect the ability to absorb the essence of learning and can affect the learning outcomes obtained by students (Sahabuddin, Hakim, & Syahrudin, 2020).

In response to these problems, I took the initiative to improve teaching by choosing the Tactical Games Model (TGM). The tactical games model is a learning model that emphasizes tactical games so that it can attract students' interest in learning and enable

them to combine technical skills and understanding of tactics in team game situations (Permdani andi gilang, 2018). The tactical games model provides students with the opportunity to discover the various obstacles they face and then encourages students to find out for themselves to solve the problem. So students are expected to be more active, adaptable, and independent, and hone cooperation between students in solving problems in line with character development from the Pancasila profile.

Based on this explanation, the type of research that will be carried out is Classroom Action Research using the Merdeka Curriculum and Tactical Games Model entitled "Implementation of the Merdeka Curriculum with the Tactical Games Model to Improve Learning Outcomes of Forearm Passing Techniques in Volleyball Learning for Class V Students of SDS Bakau Estate". The problem formulation in the explanation above is whether the implementation of the independent curriculum with a tactical games model can improve the learning outcomes of forearm passing techniques in learning the game of volleyball for Class V students at SDS Bakau Estate for the 2022/2023 academic year. This research aims to find out that the implementation of the independent curriculum with a tactical games model can improve the learning outcomes of forearm passing techniques in learning the game of volleyball for Class V students at SDS Bakau Estate for the 2022/2023 academic year.

Literature Review

"Classroom Action Research is research carried out by teachers in their classes through self-reflection to improve the quality of the learning process in the classroom so that student learning outcomes can be improved" (Daryanto, 2018). According to Hasniah (2022), learning is a process in an activity carried out by a person to obtain new changes in behaviour, as a result of experience in interactions in their social environment. According to Rifqi (2020), learning is a deliberate effort made by educators to convey knowledge and organize and create environmental systems using various methods so that students can carry out learning activities effectively efficiently and with optimal results. Learning is a mental and psychological activity that takes place in active interaction with the environment and produces changes in knowledge and understanding, skills, values and attitudes.

According to Fipin et al (2020), the term character indicates how to behave, if someone behaves dishonestly, cruelly, or greedily, then that person manifests bad character, conversely if someone behaves honestly, and likes to help, then that person manifests noble character. The term character is closely related to personality. In Indonesia, currently, elementary school-age children start from 6 years old.

Psychologically, this period is categorized as elementary school. Meanwhile, psychologists call it a group period or a period of self-adjustment. The term elementary school is a period of harmony in school, which means that children are mature and ready to go to school. The concrete operational stage is the third stage of the stages of cognitive development according to Piaget. At this stage, children have logical reasoning for concrete things. Meanwhile, abstract things are still not possible. Children can classify concrete objects into different groups (Traningsih, 2016). Furthermore, Dirman (2014) explains that the characteristics of children in concrete operations are characterized by several abilities, namely classifying objects based on the same characteristics, arranging or associating numbers or numbers, and solving simple problems.

The independent curriculum is one part of the learning recovery effort, where previously the independent curriculum was referred to as a prototype which was then developed as a more flexible curriculum framework while remaining focused on essential material and developing student character and competence. The main characteristics of this curriculum that support learning recovery are a) project-based learning for soft skills and character development according to the Pancasila profile; b) focus on essential material so that there is sufficient time to study basic competencies in depth such as literacy and numeracy; c) flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

Muhammad Yusuf (2022), classroom action research focuses on the class or the teaching and learning process that occurs in the class, not on class input (syllabus, materials, etc. or output of learning outcomes). Sani (2019), a learning model is a procedural pattern that is structured systematically based on the development of existing theories in organizing learning to achieve learning goals. The tactical game model is often called teaching games for understanding which was developed by Bunker and Thorpe (Metsler, 2005), this summarizes the most important learning outcomes, namely to facilitate a level of depth of understanding that can be applied in the game and Game-like situations can also be transferred to other similar games. According to Ishak & Jusran (2023), physical education provides students with the opportunity to be directly involved in various learning experiences through physical activities, playing and exercising which are carried out systematically, directed and planned. According to Doddy Abdul Karim, et al (2017) in the learning process using the TGT learning model, there are competitions or tournaments within groups to obtain rankings to be included in competitions between groups, and there are also tournaments between groups.

The TGFU/TGM model has 6 main components in implementation, namely: step 1 (Game): Introducing the game, including classifying it and describing how it is played; step 2 (Appreciation of the game): The service increases students' interest in the game by teaching them history and traditions; step 3 (Game consideration): Develop students' tactical awareness by presenting the main tactical issues in the game; step 4 (Making decisions): Using learning activities such as games (game form) that teach students to know when and how to know tactics; step 5 (Skill execution): Start combining tactical knowledge with skill execution in game-like activities (game form) again; Step 6 (Performance): Learners develop proficient performance abilities, based on a combination of tactical knowledge and skills, and they apply that knowledge in the form of games or complete versions of games.

According to Sitti & Suryansah (2020), they believe that a professional teacher must improve his abilities to be able to provide the best service. According to Sudirman et al (2022), it is argued that to acquire new abilities students need to carry out repeated observations both in mastering the material and mastering motor skills so that what is desired is as expected. According to Reski & Ika (2021), Sport is a physical activity according to certain methods and rules to increase the efficiency of body functions, the result of which is increased physical fitness. Learning outcomes are a process of change in intellectual abilities (cognitive), interest or emotional abilities (affective) and fine and gross motor skills (psychomotor) in students. Changes in students' abilities in the learning process, especially in basic education units, are expected to follow their development stage, namely at the concrete operational stage. Learning outcomes are something that students achieve or obtain thanks to their efforts or thoughts which are expressed in the form of mastery, knowledge, and basic skills found in various aspects of life so that changes in behaviour can be seen in individuals (Donni Juni P. 2017).

METHOD

This type of research is Classroom Action Research (CAR) which is a type of research carried out by teachers to solve problems learning in their class. This research uses a quantitative and qualitative approach to describe the implementation of the Merdeka Curriculum with the Team Games Model (TGM) learning model which can improve the learning outcomes of forearm passing in the volleyball game for class V students at SDS Bakau Estate. This research design uses two cycle stages and each cycle has four stages

consisting of planning, action, observation and reflection which are carried out in each cycle repeatedly until the research results reach indicators of success.

The data that has been collected in the observation process in each cycle is analyzed descriptively with statistical calculations to see the percentage of overall development that occurs.

The formula for calculating the percentage of completeness of student learning outcomes uses the following formula.

$$P = \frac{\sum \text{students who have achieved learning completion}}{\sum \text{overall students}} \times 100$$

This research is successful if the learning outcomes of Class V SDS Bakau Estate students: a) the percentage of student activity increases in each cycle; b) there is an increase in the average learning outcome score in each cycle, and c) the level of completion of classical student learning outcome scores reaches >71% in the "good" grade classification.

The indicators of success in assessing student learning outcomes are presented in the following table.

Table 1.
 Indicators of Success in Learning Outcomes

Value Range	Value Classification	Information
81 – 100	Very good	It has reached completion
71 – 80	Good	It has reached completion
61 – 70	Enough	Not yet reached completion
< 60	Need Guidance	Not yet reached completion

Data collection techniques and procedures were carried out using field observation and documentation. Data collection used research instruments based on the Independent Curriculum teaching module in the form of Attitude Observation Sheets, Student Worksheets, and Volleyball Forearm Passing Ability Tests. The observation technique used is non-participant observation, where the person who is the observer is not directly involved in the research subject's activities and only acts as an audience. The data that has been collected is analyzed according to statistical calculations to see the percentage of development of overall student learning outcomes.

RESULTS AND DISCUSSION

Before carrying out the research process, the researcher and collaborators conducted initial observations to find out the situation and condition of the students and class regarding volleyball game material, especially regarding forearm passing techniques for

class V students at SDS Bakau Estate before being given actions that would be used as an initial reference during the research.

Table 2.
 Value of Initial Observation Learning Results

Value Range	Frequency	Percentage	Value Classification	Information
81 – 100	0	0%	Very good	It has reached completion
71 – 80	0	0%	Good	It has reached completion
61 – 70	6	21%	Enough	Not yet reached completion
< 60	22	79%	Need guidance	Not yet reached completion
Amount	28	100%		

Based on observations and reflections during cycle I, the low value of student learning outcomes was due to differences in student characteristics in the class, giving rise to differences in student learning motivation among fellow group members. During group games, it is usually seen that several students dominate the learning process in class, this results in other student members becoming passive and causing disinterest in the learning material provided. When this happens, students will be distracted lack discipline and disrupt the ongoing learning process.

Table 3.
 Completeness of Scope of Material for Cycle I Meeting 1

Value Range	Frequency	Percentage	Value Classification	Information
81 – 100	0	0%	Very good	It has reached completion
71 – 80	6	21%	Good	It has reached completion
61 – 70	6	21%	Enough	Not yet reached completion
< 60	16	57%	Need guidance	Not yet reached completion
Amount	28	100%		

In the research during cycle I there were 6 students who completed with a percentage of 21% and 22 students who didn't complete with a percentage of 78%. The learning outcomes of the forearm passing technique for class V students at SDS Bakau Estate haven't yet reached the predetermined indicator of completion, namely 71% of students. Thus, this research needs to be continued to the next cycle stage, namely cycle II.

Based on observations and reflections during cycle II, there were significant changes felt by the researchers, visible students' activity in the learning process, especially during group games. By implementing the Tactical Games Model learning model, you can create good support from fellow group members so that you can overcome the existence of students who dominate the game and students who are passive during the learning process.

Students will be motivated to do an assignment if the assignment given is challenging but not too difficult and rewards will be given if students set a good example.

Table 4.
 Completeness of Scope of Material for Cycle II Meeting 2

Value Range	Frequency	Percentage	Value Classification	Information
81 – 100	11	39%	Very good	It has reached completion
71 – 80	10	36%	Good	It has reached completion
61 – 70	6	21%	Enough	Not yet reached completion
< 60	1	4%	Need guidance	Not yet reached completion
Amount	28	100%		

In the research during cycle II, 21 students completed with a percentage of 75% and 7 students didn't complete with a percentage of 25%. The learning outcomes of the forearm passing technique for class V students at SDS Bakau Estate have reached the predetermined success indicators, namely 71% of students. Thus, this research is said to be successful and doesn't need to be continued to the next cycle stage.

To determine the improvement in learning outcomes of the forearm passing technique in the SDS Bakau Estate volleyball game consisting of 28 students using the Tactical Games Model learning model, we can compare the learning outcomes scores during Cycle I and Cycle II which will be explained as follows.

Table 5.
 Comparison of Completeness of Material Scope

Value Range	Value Classification	Information	Observation		Cycle I		Cycle II	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
81 – 100	Very good	It has reached completion	0	0%	0	0%	11	39%
71 – 80	Good	It has reached completion	0	0%	6	21%	10	36%
61 – 70	Enough	Not yet reached completion	6	21%	6	21%	6	21%
< 60	Need guidance	Not yet reached completion	22	79%	16	57%	1	4%
Complete			0	0%	6	21%	21	75%

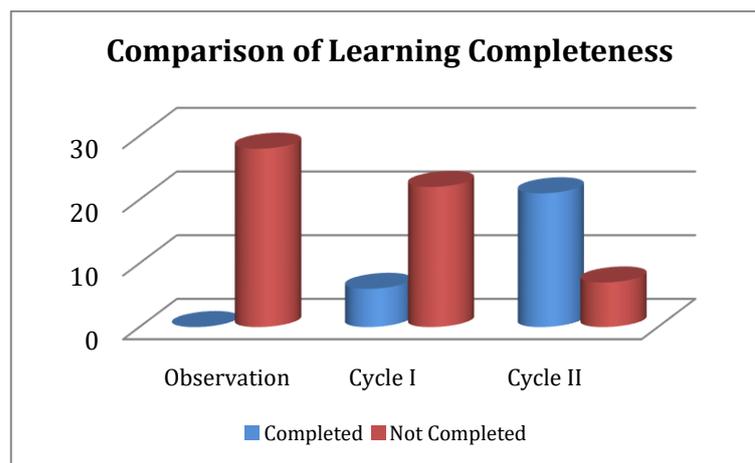


Figure: 1.
Completeness Comparison Chart

CONCLUSIONS

Based on the results of research conducted at SDS Bakau Estate, the implementation of the Merdeka Curriculum with a cooperative learning model of the Tactical Games Model (TGM) type, can increase the learning outcomes of forearm passing techniques in the volleyball game for class V students at SDS Bakau Estate. Through the implementation of the Merdeka Curriculum with the characteristics of the Pancasila Profile and the application of the Tactical Games Model learning model, cooperation and cohesiveness between students can be improved based on the application of Pancasila Profile values in a team so that it can improve student learning outcomes in volleyball games. Organizing student learning process activities by implementing the Tactical Games Model (TGM) type cooperative learning model can unite each student's differences in terms of affective, cognitive and psychomotor students in a class to provide good learning opportunities to increase self-confidence and strong learning motivation. will increase the value of student learning outcomes.

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