

Physical Education Teachers' Perceptions of Merdeka Belajar Challenges in Junior High Schools: A Descriptive Survey in Pandeglang District

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Abstract

Merdeka Belajar has become a major curriculum reform in Indonesia that emphasizes flexibility, student-centered learning, character development, and teacher autonomy. In Physical Education, Sports, and Health learning, this reform requires teachers to adapt movement-based instruction to students' needs, school facilities, and contextual learning conditions. This study aimed to describe Physical Education, Sports, and Health teachers' perceptions of the challenges of Merdeka Belajar in junior high schools in Pandeglang District. A quantitative descriptive survey design was employed. The participants were 15 Physical Education, Sports, and Health teachers selected using total sampling. Data were collected using a closed-ended questionnaire consisting of 37 items covering three dimensions: the concept of Merdeka Belajar, the content of Merdeka Belajar policy, and its implementation in learning practice. The data were analyzed using descriptive statistics, including frequency, percentage, mean, median, mode, standard deviation, minimum score, and maximum score. The results showed that teachers' overall perception was categorized as good, with 60.00% of teachers in the good category and 40.00% in the fairly good category. The concept and implementation dimensions were categorized as good, while the content dimension was categorized as fairly good. These findings indicate that teachers generally accept Merdeka Belajar, but further support is needed to strengthen curriculum literacy, assessment literacy, and practical implementation in Physical Education learning.



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INTRODUCTION

Educational reform in Indonesia has increasingly emphasized flexibility, learner autonomy, contextualized learning, and the strengthening of students' competencies in accordance with the demands of twenty-first-century education. One of the major policy directions that reflects this orientation is Merdeka Belajar, which later developed into the implementation of Kurikulum Merdeka. This curriculum reform is designed to provide schools and teachers with greater autonomy in planning, implementing, and evaluating learning according to students' characteristics, school contexts, and local educational needs. In this framework, teachers are no longer positioned merely as transmitters of curriculum content, but as curriculum interpreters, learning designers, facilitators of student-centered learning, and agents of pedagogical innovation. However, the success of curriculum reform depends not only on the substance of policy documents, but also on how teachers understand, perceive, and translate the policy into classroom and school-based practices.

In the context of curriculum implementation, teacher perception is an important construct because it reflects teachers' understanding, acceptance, readiness, and evaluative judgment toward a new educational policy. Positive teacher perception may support adaptive implementation, instructional creativity, and willingness to improve learning practices. Conversely, limited understanding, weak institutional support, insufficient training, inadequate facilities, and administrative burdens may create hesitation and inconsistent implementation. Previous studies on Kurikulum Merdeka have indicated that teacher readiness and understanding remain central issues in the implementation process. [Dirgantoro and Soesanto \(2023\)](#), for example, found that although many prospective teachers showed readiness to implement Kurikulum Merdeka, some still required deeper conceptual understanding and stronger preparation. Similarly, recent studies on teachers' perceptions of Merdeka Belajar show that teachers generally support the curriculum's orientation toward flexibility and student-centered learning, yet still experience barriers related to resources, training, technology, and administrative workload ([Bahri & Daulay, 2024](#); [Male et al., 2026](#)).

The implementation of Merdeka Belajar becomes particularly significant in Physical Education, Sports, and Health, commonly known in Indonesia as Pendidikan Jasmani, Olahraga, dan Kesehatan or PJOK. PJOK has distinctive characteristics compared with other school subjects because learning is dominantly conducted through physical movement, motor activities, games, sports, health practices, social interaction, and embodied learning experiences. The subject does not only aim to improve physical fitness and motor skills, but also contributes to cognitive development, affective growth, social responsibility, discipline, cooperation, sportsmanship, and lifelong healthy behavior. Therefore, PJOK should be understood as an integral component of holistic education, not merely as a supplementary or recreational subject. [Mustafa \(2020\)](#) emphasized that the PJOK curriculum in the twenty-first century should be directed toward developing healthy, skillful, adaptive, and competent human resources who are able to respond to global challenges.

The principles of Merdeka Belajar are theoretically compatible with contemporary ideas in physical education, particularly physical literacy. Physical literacy refers to the integration of physical competence, motivation, confidence, knowledge, and understanding that enables individuals to participate in physical activity throughout life. In school contexts, physical literacy provides a strong foundation for designing meaningful, enjoyable, inclusive, and developmentally appropriate PJOK learning. A systematic review by [Yin et al. \(2024\)](#) emphasized that physical education teachers play a central role in developing students' physical literacy because they directly guide students' engagement in physical activity, movement learning, and health-related behaviors. Furthermore, [Carl et al. \(2023\)](#) demonstrated that physical literacy interventions can improve several outcomes related to physical activity and health, including physical competence, motivation, confidence, knowledge, and physical activity behavior. These findings indicate that PJOK teachers need adequate pedagogical capacity, conceptual understanding, and professional confidence to translate curriculum expectations into meaningful learning experiences.

Despite its conceptual relevance, the implementation of Kurikulum Merdeka in PJOK is not free from practical challenges. Curriculum flexibility requires teachers to design learning that is contextual, differentiated, active, and meaningful. At the same time, PJOK teachers must manage limited instructional time, diverse student abilities, inadequate sports facilities, safety considerations, assessment demands, and the need to integrate character education into movement-based learning.

Studies in Indonesia have reported varied findings regarding the implementation of Merdeka Belajar in PJOK. Syahri and Kari (2023) evaluated PJOK learning in the Merdeka Belajar curriculum and highlighted the importance of examining how far the curriculum supports learning processes and educational needs. Puspita *et al.* (2024) found that the implementation of Kurikulum Merdeka in PJOK could run well when supported by appropriate learning processes and institutional guidance. However, Efendi *et al.* (2024) found that PJOK teachers still faced major challenges related to limited infrastructure, restricted learning time, and insufficient practice-based training. These findings suggest that teacher perception in PJOK is influenced not only by the curriculum concept but also by structural and contextual factors.

International studies on physical education curriculum reform also support the importance of examining teachers' perceptions during educational change. Simmons and MacLean (2018) argued that physical education policy enactment is a dynamic process in which teachers interpret, adapt, and negotiate curriculum expectations within local school realities. More recent work by Aasland *et al.* (2024) showed that enacting a new physical education curriculum may generate contradictory teacher experiences, including uncertainty, satisfaction, distrust, and adaptation, especially when teachers are required to shift from traditional sport-based practices toward broader pedagogical and assessment approaches. Beni *et al.* (2025) also highlighted that teachers' sensemaking is influenced by the attributes of the innovation, teachers' beliefs, and local curriculum contexts. These studies strengthen the argument that teacher perception is not a peripheral issue, but a core factor in understanding curriculum implementation.

In Indonesia, several studies have examined teacher perceptions of Kurikulum Merdeka and Merdeka Belajar in general education contexts. However, studies that specifically focus on PJOK teachers at the junior secondary school level remain relatively limited, particularly in local contexts such as Pandeglang District. This gap is important because local educational contexts may shape different implementation experiences. Schools may differ in terms of facilities, access to professional development, teacher collaboration, administrative support, and students' readiness to participate in active learning. For PJOK teachers, these contextual factors may directly affect how they perceive the concept, content, and implementation of Merdeka Belajar. Therefore, empirical evidence from specific local contexts is needed to provide a more grounded understanding of how curriculum reform is interpreted and experienced by teachers.

Based on the preliminary problem identified in the original study, PJOK teachers in junior high schools in Pandeglang face several practical concerns in implementing Merdeka Belajar, including limited learning time, the need for innovative teaching approaches, variation in students' motor abilities, and the challenge of making PJOK learning more attractive and meaningful. These conditions indicate that the implementation of Merdeka Belajar requires not only policy acceptance, but also teachers' conceptual readiness, pedagogical creativity, assessment literacy, and institutional support. Thus, examining teachers' perceptions can provide useful information for schools, policymakers, and teacher development programs in improving the implementation quality of PJOK learning.

Therefore, this study aims to describe the perceptions of Physical Education, Sports, and Health teachers toward the challenges of Merdeka Belajar in junior high schools in Pandeglang District. Specifically, the study focuses on teachers' perceptions of three dimensions: the concept of Merdeka Belajar, the content of Merdeka Belajar policy, and its implementation in PJOK learning. The findings are expected to contribute to a more contextual understanding of curriculum implementation in physical education and provide practical insights for strengthening teacher support, professional development, and school-level curriculum practices.

METHOD

Research Design

This study employed a quantitative descriptive survey design. The design was selected because the study aimed to describe Physical Education, Sports, and Health teachers' perceptions of the challenges of Merdeka Belajar in junior high schools without manipulating research variables or applying experimental treatment. The descriptive quantitative approach was considered appropriate for mapping teachers' perceptions based on numerical questionnaire responses and classifying the results into predetermined interpretation categories.

Participants

The study was conducted in public junior high schools located in Pandeglang District, Banten Province, Indonesia. The target population consisted of all Physical Education, Sports, and Health teachers teaching at junior high schools in the district. Because the population was relatively small and accessible, this study used total sampling. Thus, all 15 Physical Education, Sports, and Health teachers were included as research participants. The inclusion criteria were: (1) teachers who taught Physical Education, Sports, and Health at the junior high school level, (2) teachers assigned to schools located in Pandeglang District, and (3) teachers who were willing to complete the questionnaire. The total sampling technique enabled the study to obtain a complete description of teacher perceptions within the specified research context.

Research Instrument

Data were collected using a closed-ended questionnaire adapted from a previous instrument developed for measuring teachers' perceptions of Merdeka Belajar. The questionnaire consisted of 37 statements distributed across three main dimensions. The first dimension, the concept of Merdeka Belajar, consisted of 13 items covering character education, enjoyable learning, and freedom of thinking. The second dimension, the content of Merdeka Belajar policy, consisted of 16 items covering national assessment, school-based examination, lesson plan simplification, and student admission zoning policy. The third dimension, implementation, consisted of 8 items covering teacher-related and student-related aspects of Merdeka Belajar implementation. The questionnaire used a modified four-point Likert scale with four response options: strongly agree, agree, disagree, and strongly disagree. Positive statements were scored from 4 to 1, while negative statements were reverse-scored from 1 to 4. A higher score indicated a more positive perception of Merdeka Belajar, whereas a lower score indicated a less positive perception.

Data Collection Procedure

The data collection procedure was conducted systematically through several stages. First, the researcher determined the research location and identified the Physical Education, Sports, and Health teachers who met the participant criteria. Second, the researcher obtained permission to conduct the study from the relevant institution and school authorities. Third, the questionnaire was prepared based on the predetermined indicators of the research variable. Fourth, the questionnaire was distributed to all participating teachers. Fifth, completed questionnaires were collected and checked for completeness. Finally, the responses were coded, scored, tabulated, and analyzed using descriptive statistical procedures.

Data Analysis

The data were analyzed using descriptive statistics. The analysis was conducted to describe the distribution of teachers' perception scores based on the overall score and each dimension of the questionnaire. The statistical analysis included frequency, percentage, mean, median, mode, standard deviation, minimum score, and maximum score. The analysis was assisted by Microsoft Excel and IBM SPSS Statistics. The percentage of responses in each category was calculated using the following formula: $P = f / n \times 100\%$.

After the scores were calculated, the results were classified into five interpretation categories: very good, good, fairly good, poor, and very poor. The categorization was based on the ideal mean and ideal standard deviation. The score classification was determined as follows:

Table 1. Score Classification Criteria

Score Interval	Category
$X > Mi + 1.5SDi$	Very good
$Mi + 0.5SDi < X \leq Mi + 1.5SDi$	Good
$Mi - 0.5SDi < X \leq Mi + 0.5SDi$	Fairly good
$Mi - 1.5SDi < X \leq Mi - 0.5SDi$	Poor
$X \leq Mi - 1.5SDi$	Very poor

Note. X = observed score; Mi = ideal mean; SDi = ideal standard deviation.

RESULTS

This section presents the descriptive statistical results of Physical Education, Sports, and Health teachers' perceptions of the challenges of Merdeka Belajar in junior high schools in Pandeglang District. The results are presented based on three dimensions: the concept of Merdeka Belajar, the content of Merdeka Belajar policy, and the implementation of Merdeka Belajar in Physical Education, Sports, and Health learning. The overall perception score is also presented to provide a general description of teachers' perceptions.

Descriptive Statistics of Teachers' Perceptions

The descriptive statistical analysis showed that the overall perception score had a mean of 103.67, median of 104.00, mode of 101, standard deviation of 5.538, minimum score of 91, and maximum score of 113. These results indicate that, in general, teachers' perceptions of the challenges of Merdeka Belajar were in the good category.

Based on each dimension, the concept dimension obtained a mean score of 38.40 with a standard deviation of 2.798. The content dimension obtained a mean score of 43.27 with a standard deviation of 3.327. Meanwhile, the implementation dimension obtained a mean score of 22.00 with a standard deviation of 1.604. The descriptive statistics for each dimension are presented in Table 2.

Table 2. Descriptive Statistics of Teachers' Perceptions

Score Interval	Category	Frequency	Percentage
$X > 119.75$	Very good	0	0.00%
$101.75 < X \leq 119.75$	Good	9	60.00%
$83.50 < X \leq 101.75$	Fairly good	6	40.00%
$64.75 < X \leq 83.50$	Poor	0	0.00%
$X \leq 64.75$	Very poor	0	0.00%
Total		15	100.00%

Teachers' Perceptions Based on the Concept Dimension

The concept dimension consisted of 13 questionnaire items covering character education, enjoyable learning, and freedom of thinking. The results showed that 1 teacher (6.70%) was in the very good category, 12 teachers (80.00%) were in the good category, and 2 teachers (13.30%) were in the fairly good category. No teacher was categorized as poor or very poor. These results indicate that teachers generally had a positive perception of the concept of Merdeka Belajar.

Table 3. Frequency Distribution of the Concept Dimension

Score Interval	Category	Frequency	Percentage
$X > 42.25$	Very good	1	6.70%
$35.75 < X \leq 42.25$	Good	12	80.00%
$29.25 < X \leq 35.75$	Fairly good	2	13.30%
$22.75 < X \leq 29.25$	Poor	0	0.00%
$X \leq 22.75$	Very poor	0	0.00%
Total		15	100.00%

Teachers' Perceptions Based on the Content Dimension

The content dimension consisted of 16 questionnaire items covering national assessment, school-based examination, lesson plan simplification, and student admission zoning policy. The results showed that no teacher was in the very good category. A total of 7 teachers (46.60%) were in the good category, while 8 teachers (53.40%) were in the fairly good category. No teacher was categorized as poor or very poor. These findings indicate that teachers' perceptions of the content of Merdeka Belajar policy were generally fairly good.

Table 4. Frequency Distribution of the Content Dimension

Score Interval	Category	Frequency	Percentage
$X > 52$	Very good	0	0.00%
$44 < X \leq 52$	Good	7	46.60%
$36 < X \leq 44$	Fairly good	8	53.40%
$28 < X \leq 36$	Poor	0	0.00%
$X \leq 28$	Very poor	0	0.00%
Total		15	100.00%

Teachers' Perceptions Based on the Implementation Dimension

The implementation dimension consisted of 8 questionnaire items covering teacher-related and student-related aspects of Merdeka Belajar implementation. The results showed that no teacher was in the very good category. A total of 10 teachers (66.70%) were in the good category, while 5 teachers (33.30%) were in the fairly good category. No teacher was categorized as poor or very poor. These results indicate that teachers' perceptions of the implementation of Merdeka Belajar in Physical Education, Sports, and Health learning were generally good.

Table 5. Frequency Distribution of the Implementation Dimension

Score Interval	Category	Frequency	Percentage
$X > 26$	Very good	0	0.00%
$22 < X \leq 26$	Good	10	66.70%
$18 < X \leq 22$	Fairly good	5	33.30%
$14 < X \leq 18$	Poor	0	0.00%
$X \leq 14$	Very poor	0	0.00%
Total		15	100.00%

Overall Teachers' Perceptions of the Challenges of Merdeka Belajar

The overall perception score was obtained from 37 questionnaire items. The results showed that no teacher was in the very good category. A total of 9 teachers (60.00%) were in the good category, while 6 teachers (40.00%) were in the fairly good category. No teacher was categorized as poor or very poor. These findings indicate that Physical Education, Sports, and Health teachers in junior high schools in Pandeglang District generally had good perceptions of the challenges of Merdeka Belajar.

Table 6. Frequency Distribution of Overall Teachers' Perceptions

Score Interval	Category	Frequency	Percentage
$X > 119.75$	Very good	0	0.00%
$101.75 < X \leq 119.75$	Good	9	60.00%
$83.50 < X \leq 101.75$	Fairly good	6	40.00%
$64.75 < X \leq 83.50$	Poor	0	0.00%
$X \leq 64.75$	Very poor	0	0.00%
Total		15	100.00%

DISCUSSION

This study aimed to describe Physical Education, Sports, and Health teachers' perceptions of the challenges of Merdeka Belajar in junior high schools in Pandeglang District. The findings showed that teachers' overall perception was categorized as good. This result indicates that the teachers generally accepted the orientation of Merdeka Belajar and perceived it as a relevant curriculum reform for improving learning practices in Physical Education, Sports, and Health. However, the absence of respondents in the very good category suggests that teacher acceptance has not yet reached an optimal level. Therefore, the findings should not be interpreted merely as evidence of successful implementation, but as an indication that teachers have a positive foundation that still requires systematic strengthening through professional support, school facilitation, and continuous curriculum assistance.

The good overall perception may reflect teachers' awareness that Merdeka Belajar provides greater instructional autonomy, flexibility in learning design, and opportunities to create more student-centered learning. In the context of Physical Education, Sports, and Health, such flexibility is important

because teachers need to adapt learning activities to students' physical abilities, school facilities, available time, and the characteristics of movement-based learning. Positive teacher perception can become an important initial capital for curriculum implementation because teachers' knowledge and beliefs influence how they interpret and enact curriculum changes in learning practice ([Indahwati et al., 2023](#)).

The concept dimension obtained the strongest result, with most teachers categorized as having good perceptions. This indicates that teachers generally understood and accepted the main ideas of Merdeka Belajar, including student-centered learning, freedom of thinking, character development, and enjoyable learning. Conceptual acceptance is important because curriculum reform requires teachers to internalize the philosophical orientation of the curriculum before translating it into instructional practice. A curriculum that emphasizes freedom, creativity, and student agency will be difficult to implement if teachers continue to rely only on teacher-centered instruction. In Physical Education, student-centered learning is especially relevant because students learn not only through cognitive understanding but also through bodily experience, movement exploration, teamwork, and reflective participation.

Nevertheless, a good score in the concept dimension does not automatically guarantee strong implementation quality. Teachers may conceptually agree with curriculum reform but still experience difficulties in operationalizing it in daily teaching practice. Curriculum change requires teachers to understand new curriculum paradigms, adjust learning methods, and develop readiness to implement flexible and competency-oriented instruction. Teacher readiness is influenced by curriculum understanding, educational facilities, professional development, and support from the school environment ([Gurion, 2024](#); [Syofyan et al., 2024](#)).

Compared with the concept and implementation dimensions, the content dimension received the lowest interpretation category, namely fairly good. This finding is important because the content dimension includes teachers' perceptions of policy components such as assessment, school-based examination, lesson plan simplification, and student admission policy. The fairly good category suggests that teachers may not yet have a fully strong understanding of the operational content of Merdeka Belajar. This may occur because curriculum policy contains technical elements that require interpretation, adaptation, and administrative translation at the school level. For teachers, understanding the general concept of freedom in learning may be easier than understanding how to align assessment, learning objectives, teaching modules, and student characteristics within the curriculum structure.

The relatively lower score in the content dimension also indicates the need to strengthen teachers' curriculum literacy and assessment literacy. In Physical Education, assessment is not only related to cognitive achievement but also to motor skills, participation, affective development, health behavior, collaboration, and physical literacy. If teachers do not fully understand how the content and assessment system of Merdeka Belajar should be implemented, learning may become inconsistent or remain limited to conventional sport-skill measurement. Effective instruction requires teachers to understand students' abilities, learning needs, and developmental characteristics so that assessment can be aligned with meaningful learning outcomes ([Hill & Chin, 2018](#)).

The implementation dimension was categorized as good, indicating that teachers generally perceived themselves as able to implement Merdeka Belajar in Physical Education, Sports, and Health learning. This finding shows that teachers had positive responses toward the practical enactment of the curriculum, particularly in relation to teacher autonomy and student involvement. However, no teacher was categorized as very good, which implies that implementation still faces constraints. In the context of Physical Education, these constraints may include limited instructional time, variation in students' motor abilities, limited teaching media, limited sports equipment, and the need for more innovative learning approaches. Physical Education implementation is strongly influenced by administrative support, facilities, equipment, financial allocation, and the availability of reference materials ([Wee et al., 2021](#)).

The findings also imply that Merdeka Belajar-oriented Physical Education should be connected more strongly with the concept of physical literacy. Physical literacy emphasizes the development of physical competence, motivation, confidence, knowledge, and understanding that enable students to participate in physical activity throughout life. The fairly good perception in the content dimension and the good but not optimal perception in the implementation dimension suggest that teachers may still need more support to connect curriculum policy with holistic physical literacy outcomes. In Indonesia,

teachers' understanding of physical literacy still tends to prioritize physical ability, while motivational, cognitive, affective, and lifelong participation aspects are often less emphasized (Irmansyah et al., 2025; Ridha et al., 2025).

From a pedagogical perspective, the findings indicate that teacher professional development should focus not only on curriculum socialization but also on practical classroom and field-based strategies. Teachers need concrete training on differentiated Physical Education instruction, authentic assessment, student-centered game-based learning, inclusive movement activities, and creative use of limited facilities. These forms of support are important because teachers often face challenges in understanding curriculum concepts, designing student-centered learning, accessing adequate resources, and applying competency-based assessment (Wardana, 2024).

Professional learning communities may also become a strategic approach to support PJOK teachers in implementing Merdeka Belajar. Through teacher communities, PJOK teachers can exchange lesson designs, assessment rubrics, movement-based learning models, safety strategies, and locally relevant learning media. Collaborative professional development can help teachers transform curriculum policy into practical learning scenarios that suit local school conditions. Effective teacher professional development tends to be collaborative, continuous, and collegial, with learning outcomes focused on teaching ability, classroom management, and subject-matter understanding (El Islami et al., 2022).

Overall, the findings of this study indicate that PJOK teachers in junior high schools in Pandeglang District have a positive perception of Merdeka Belajar, particularly regarding its concept and implementation. However, the content dimension requires greater attention because it reflects teachers' understanding of policy components that directly influence planning, assessment, and curriculum enactment. The findings suggest that curriculum implementation in PJOK should not be limited to policy acceptance, but should be strengthened through curriculum literacy, assessment literacy, professional learning, and adequate school-level support.

This study has several limitations. First, the sample was limited to 15 PJOK teachers in one district, so the findings cannot be generalized to all PJOK teachers in Indonesia. Second, the study used a self-report questionnaire, which may not fully capture actual teaching practices in the field. Third, the study did not include classroom observation, interviews, or document analysis that could provide richer information about curriculum implementation. Future studies are recommended to use mixed methods by combining surveys, interviews, learning observation, and analysis of teaching modules. Further research may also examine the relationship between teacher perception, teacher readiness, school facilities, and the quality of PJOK learning outcomes under the Merdeka Curriculum.

CONCLUSION

This study concluded that Physical Education, Sports, and Health teachers in junior high schools in Pandeglang District generally had good perceptions of the challenges of Merdeka Belajar. The overall findings showed that most teachers were in the good category, while the remaining teachers were in the fairly good category. This indicates that teachers generally accepted the orientation of Merdeka Belajar and perceived it as relevant to improving Physical Education, Sports, and Health learning. Based on the three dimensions analyzed, teachers' perceptions of the concept of Merdeka Belajar were categorized as good. This suggests that teachers generally understood and supported the main ideas of Merdeka Belajar, including student-centered learning, character development, enjoyable learning, and freedom of thinking. Teachers' perceptions of the implementation dimension were also categorized as good, indicating that they had positive views regarding the practical application of Merdeka Belajar in learning activities. However, the content dimension was categorized as fairly good, showing that teachers' understanding of the technical and policy-related components of Merdeka Belajar still requires further strengthening.

These findings imply that the implementation of Merdeka Belajar in Physical Education, Sports, and Health should be supported by continuous professional development, stronger curriculum literacy, improved assessment literacy, and adequate school facilities. Teachers need practical guidance to translate the concept and content of Merdeka Belajar into effective, student-centered, inclusive, and movement-based learning practices. School leaders and related educational institutions are also expected to provide systematic assistance, learning resources, and professional learning communities to help teachers implement the curriculum more optimally.

This study was limited to 15 Physical Education, Sports, and Health teachers in junior high schools in Pandeglang District; therefore, the findings cannot be generalized to broader populations. In addition, the study relied on questionnaire data, which may not fully represent teachers' actual practices in the field. Future research is recommended to use mixed-method approaches involving surveys, interviews, classroom observations, and document analysis to obtain a more comprehensive understanding of how Merdeka Belajar is implemented in Physical Education, Sports, and Health learning.

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