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Teachers' Perceptions of Co-curricular P5 Implementation in Physical Education: A Qualitative Study at SMP Muhammadiyah 9 Bojonegoro

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Keywords

co-curricular activities, physical education, pancasila student profile (P5), teacher perception

Abstract

This study explores PJOK teachers' perceptions of implementing the Pancasila Student Profile Strengthening Project (P5) as a co-curricular program and identifies strategies for integrating the eight graduate profile dimensions. Conducted at SMP Muhammadiyah 9 Bojonegoro, the research employed a qualitative narrative inquiry through interviews, observations, and documentation. Data were analyzed using thematic matrices to reveal patterns of perception and strategy. Findings show that teachers' perceptions evolved positively, influenced by intrinsic motivation, emotions, and institutional support. Strategies included structured planning, project-based learning, cross-subject collaboration, and authentic evaluation. Activities such as creative gymnastics, traditional games, and health education enhanced physical fitness while instilling values of cooperation, discipline, and independence. The study concludes that PJOK plays a strategic role in embedding Pancasila values through P5, with implications for policy reinforcement, continuous training, and adequate facilities.

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Introduction

The Independent Curriculum is designed to provide a flexible, contextual, and student-centered learning space, with the aim of developing character, social skills, and 21st-century competencies (Christiananda et al., 2023). One of its main components is the Pancasila

Student Profile Strengthening Project (P5), which is now positioned as a co-curricular activity, not merely an additional project, but an integral part of intracurricular strengthening (BSKAP, 2025). P5 supports the achievement of eight dimensions of the graduate profile: faith, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication (Satria et al., 2022).

The urgency of co-curricular activities lies in their ability to bridge conceptual learning with real-world practice, involving families and communities as educational partners (Y. A. Pratama & Dewi, 2023). Physical Education, Sports, and Health (PJOK) plays a strategic role in P5 because it not only develops physical aspects but also character, sportsmanship, and the value of mutual cooperation (D. S. Pratama & Wiyanto, 2024; Ahwan et al., 2023). Previous research has shown that PJOK teachers at various levels have a positive perception of the Independent Curriculum, despite facing challenges such as limited facilities, training, and understanding of P5 modules (Sunarni & Karyono, 2023; Rizaldi, 2024; (Priyambudi et al., 2023).

Teacher perception in education is a cognitive and social factor that greatly determines the effectiveness of learning. According to Walgito (in Kandi, 2023), perception is formed through teachers' experience, knowledge, and interaction with the educational environment, thus influencing attitudes and decisions in designing learning. Sukmadinata (2003) emphasized that positive perceptions encourage teachers to implement innovative strategies that are responsive to students' needs, while negative perceptions can hinder curriculum optimization. Furthermore, Gibson et al. (2009) in Amalia, (n.d.) stated that individual perceptions in organizations, including teachers, directly influence work behavior and decision-making. In the context of the Independent Curriculum and P5, teacher commitment to Pancasila values is an important foundation for successful implementation, because teachers' emotional and intellectual attachment to Pancasila principles enables the internalization of character values in daily learning practices (Riyadi et al., 2025; Suhardiyansyah et al., 2016).

Although previous studies have reported positive perceptions of teachers toward the Independent Curriculum and P5 implementation, most research has focused on elementary school teachers, general teachers, or vocational high school PJOK teachers. Limited attention has been given to PJOK teachers at the junior high school level, particularly in Muhammadiyah-based schools. This gap is important because physical education has considerable potential to cultivate discipline, independence, collaboration, and other character values that are central to P5 implementation. Therefore, this study offers a novel contribution by focusing on PJOK teachers at SMP Muhammadiyah 9 Bojonegoro, a pilot school for the Independent Curriculum, thereby providing a new perspective on the role of physical education in strengthening students' character development. To illustrate the position of the current study within the existing body of knowledge, a graphical overview of previous research and the identified research gap is presented in Figure 1.

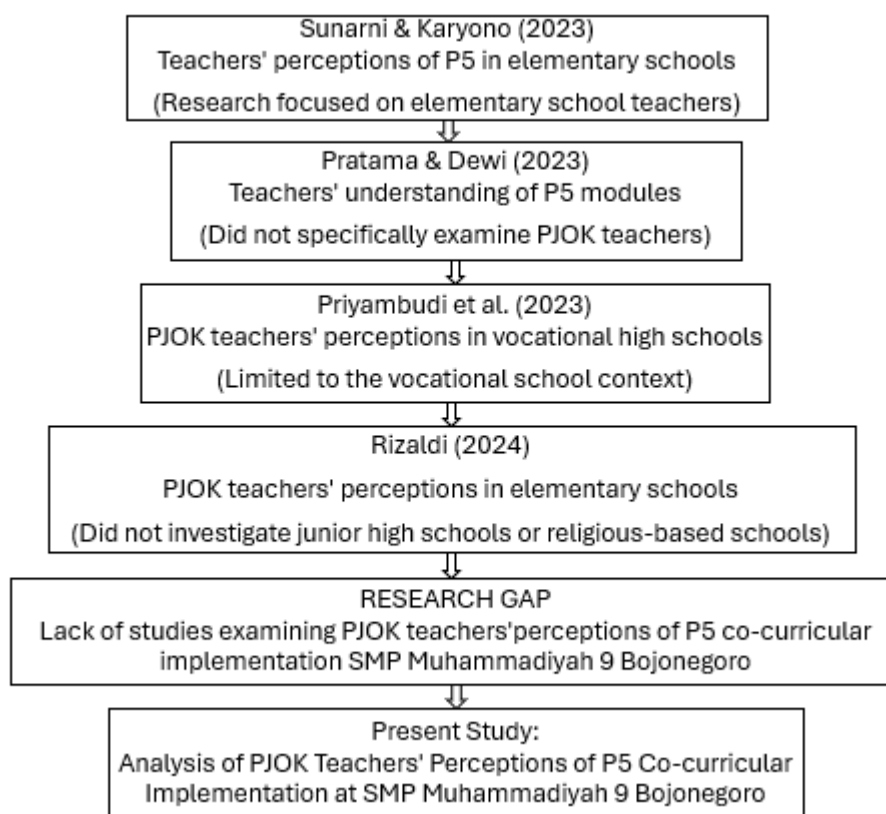


Figure 1. Mapping of Previous Studies and Research Gap

Based on this background, this study aims to analyze the perceptions of physical education teachers regarding the implementation of the P5 co-curricular at SMP Muhammadiyah 9 Bojonegoro and identify the learning strategies used to integrate the eight dimensions of the graduate profile. This study is expected to provide theoretical contributions in the form of enriching the literature on the role of PJOK in the context of the Independent Curriculum and P5, as well as practical benefits in the form of policy recommendations for schools, input for PJOK teachers in designing effective learning, and inspiration for Muhammadiyah-based schools in optimizing PJOK as a medium for character education.

Method

Research design

This study uses a descriptive qualitative approach with a narrative inquiry type, which aims to analyze the perceptions of a physical education teachers towards the implementation of the P5 co-curricular at SMP Muhammadiyah 9 Bojonegoro. Narrative inquiry was chosen because it is able to explore teachers' subjective experiences in depth through stories, reflections, and meanings constructed during the P5 implementation process, so that the resulting narrative can provide a complete picture of the teacher's professional journey in integrating the values of the Pancasila Student Profile into physical education learning.

The research was conducted at Muhammadiyah 9 Junior High School, Bojonegoro, East Java, in July–August 2025. The research subject was an active Physical Education (PJOK) teacher who was directly involved in the implementation of P5. The focus of the research included understanding, attitudes, learning strategies, and obstacles faced by teachers in integrating the dimensions of the Pancasila Student Profile into PJOK.

The research data consisted of primary and secondary data. Primary data were obtained through in-depth interviews using a narrative approach, while secondary data were obtained through observations of PJOK activities integrated with P5 and documentation studies in the form of project modules, learning tools, activity schedules, reflection reports, and photo documentation. Data collection techniques included semi-structured interviews, limited participant observation, and document analysis (Sugiyono, 2019). To ensure that the interview process was aligned with the research objectives, a grid of interview instruments was developed, as presented in Table 1.

Table 1. Grid of Interview Instruments

| Research Questions | Themes/Aspects | Indicators | Interview Question Numbers |
|---|--|--|----------------------------|
| How do PJOK teachers perceive the implementation of P5 co-curricular activities at SMP Muhammadiyah 9 Bojonegoro? | Teacher Background | Teaching experience as a PJOK teacher | Q1 |
| | Understanding of P5 | Understanding of the concept and objectives of P5 co-curricular activities | Q2 |
| | Initial Impression | Teacher's first impression of P5 implementation | Q3 |
| | Relevance of P5 to PJOK | Perceived relationship between PJOK and P5 | Q4 |
| | Attitude toward Policy | Acceptance and support of P5 policy | Q5 |
| | Perceived Benefits | Benefits of P5 implementation for students, particularly in PJOK | Q6 |
| | Challenges in Understanding and Acceptance | Difficulties in understanding or accepting P5 implementation | Q7 |
| What learning strategies are used by PJOK teachers to integrate PJOK into P5 co-curricular activities? | Teacher's Role | Teacher involvement in P5 activities | Q8 |
| | School Strategy | Planning, implementation, and evaluation of P5 activities | Q9 |
| | Integration Strategy | Strategies used to integrate PJOK and P5 | Q10 |
| | Practical Experience | Examples of PJOK integration within P5 activities | Q11 |

| Research Questions | Themes/Aspects | Indicators | Interview Question Numbers |
|--------------------|---|---|----------------------------|
| | Student Response | Students' reactions and participation | Q12 |
| | Collaboration | Collaboration with colleagues and external stakeholders | Q13 |
| | Integration of Pancasila Student Profile Dimensions | Selection and integration of relevant dimensions into PJOK activities | Q14–Q15 |
| | PJOK Activities in P5 | Forms of PJOK learning activities conducted within the P5 framework | Q16 |
| | Evaluation of Success | Assessment of PJOK contributions to P5 objectives | Q17 |
| | Implementation Challenges | Obstacles in integrating PJOK and P5 | Q18 |
| | Support System | Support from school leadership, colleagues, and policies | Q19 |
| | Future Expectations | Expectations for future P5 development | Q20 |
| | Recommendations | Suggestions for improving the effectiveness of P5 implementation | Q21 |

The interview instrument was designed based on the two research questions, namely teachers' perceptions of P5 co-curricular implementation and the learning strategies used to integrate PJOK into P5 activities. The instrument consisted of 21 semi-structured interview questions organized into several themes and indicators. In addition to interviews, limited participant observations were conducted during PJOK-related P5 activities to gain a deeper understanding of the implementation process. Furthermore, document analysis was carried out on project modules, lesson plans, activity schedules, reflection reports, and photographic documentation.

Data analysis was conducted using the interactive model of Matthew B. Miles, A. Michael Huberman, (2014), which includes data collection, data reduction, data presentation, and conclusion drawing/verification. This process is adapted to the characteristics of narrative inquiry through organizing data based on the story line of the informant's experience, identifying narrative themes, and restorying to form a complete and meaningful research narrative. Data validity was maintained through triangulation of sources, techniques, and time.

The research stages include: (1) the initial stage in the form of literature studies and preliminary observations to formulate the problem; (2) the implementation stage in the form of

data collection through interviews, observations, and documentation; and (3) the final stage in the form of analysis, drawing conclusions, and report writing.

Results and Discussion

Results

Physical Education Teachers' Perceptions of the Implementation of Co-curricular Activities P5

A physical education teacher at Muhammadiyah 9 Junior High School in Bojonegoro has been involved in the implementation of P5 for two years. Initial perceptions were marked by curiosity and confusion regarding the differences between P5 and the P5 co-curricular. However, through direct experience, the teacher realized that both share the same essence: a cross-subject project-based approach to instilling character values. As the teacher expressed: "At first, I was quite curious and confused... but once I started, I began to see that the P5 co-curricular approach is almost the same as P5."

Over time, physical education (PJOK) teachers have demonstrated a positive attitude and full support for this policy. Field observations demonstrate teachers' active involvement in co-curricular teams, including being responsible for projects themed "A Healthy and Fit Generation." This support is crucial, as teachers act as both facilitators and motivators for students. The P5 co-curricular program is seen as a concrete platform for implementing Pancasila values through physical, social, and cultural activities.

The relevance between Physical Education and P5 is considered very strong, particularly in the dimensions of health, collaboration, critical thinking, and independence. Teachers emphasize that sports are not just physical skills, but also a means of character development. The experience of integrating traditional Bojonegoro games into P5 serves as a concrete example of how Physical Education can enrich learning with cultural values and togetherness.

Table 2. Thematic Matrix problem formulation 1: Physical Education Teachers' Perceptions of the Implementation of Co-curricular Activities P5

| Theme | Interview Data | Interpretation |
|------------------------------|---|---|
| Background | New teacher, teaching Physical Education since 2024 (2 years) | Relatively short experience, still in the adaptation stage |
| Understanding of the concept | Project-based, cross-subject, to strengthen character values | Teacher understands P5 as a cross-subject character project |
| Initial impression | Initially curious, after 1 year wanted to delve deeper | Enthusiastic attitude, wanting to explore further |
| Relevance of PJOK | Concrete media for implementing Pancasila values | PJOK is relevant as a practice of values, not rote learning |
| Attitude toward policy | Strongly supports the implementation of P5 co-curricular activities | Positive support for the policy |

| | | |
|-------------------|--|---|
| Benefits | P5 co-curricular activities make PJOK learning more meaningful, students practice physical activities and character in real life | P5 provides more meaning: connecting physical activities with real-life character development |
| Challenges | Challenges in terms of time and resources | Technical and structural barriers |
| Student responses | Enthusiastic, active, cooperative, and responsible responses | True impact: students are more active and collaborative |
| School support | The school, teachers, and policies are very Supportive | Strong support from the environment |
| Expectations | More time, more facilities | Expectations for facility development |
| Recommendations | Be more active in helping the team, making the P5 module more interesting | Teacher initiatives for improvement |

Physical Education Teacher Strategies in Co-curricular P5

The learning strategy was structured, starting with aligning the Physical Education (PJOK) material with the P5 theme, determining the dimensions of the graduate profile, and developing character indicators. For the Healthy and Fit Generation theme, teachers selected topics on rhythmic gymnastics, healthy eating, and traditional games. Each activity focused not only on physical skills but also on character development, such as discipline, collaboration, and sportsmanship.

In addition to internal strategies, physical education teachers emphasize the importance of external collaboration. The implementation of P5 involves the Youth and Sports Agency (Dinpora) and nutritionists from Aisyiyah Hospital in Bojonegoro. This collaboration enriches the students' experiences, making learning more contextual and meaningful. For example, students not only learn healthy eating theories from teachers but also have direct discussions with nutritionists.

During the evaluation phase, the teacher uses a learning outcomes harvesting system as a holistic assessment tool. Students are asked to demonstrate their learning outcomes through creative gymnastics and traditional games. Assessment focuses not only on motor skills but also on cooperation, sportsmanship, and discipline. The teacher emphasized: "Success is measured not only by motor skills, but more importantly, by character development and student engagement."

Table 3. Thematic Matrix problem formulation2: Physical Education Teachers' Strategies in Designing and Implementing Co-curricular Activities P5

| Theme | Interview Data | Interpretation |
|-------------------------|--|---|
| The role of the teacher | Has been a PJ for P5 activities with the theme of a healthy and fit generation | The teacher is active as the person in charge |
| School strategy | Planning: teams, themes, modules, schedules. Implementation: projects, teacher assignments, documentation. Evaluation: harvesting learning outcomes. | Systematic, team-based strategy |
| Teacher strategy | Adapting PJOK material to the theme, determining dimensions, designing activities, adding character assessment | Integration of PJOK with P5 through activity design |

| | | |
|------------------------------|---|--|
| Collaboration | In collaboration with the Youth and Sports Agency (Dinpora) and Nutritionists from Aisyiyah Hospital Bojonegoro | External collaboration enriches activities |
| Easy to integrate dimensions | Health, collaboration, critical thinking, independence | Main dimensions according to the character of PJOK |
| How to integrate dimensions | Team activity design, role allocation, attitude assessment, reflection | Concrete strategy of dimension integration |
| Form of PJOK activities | Rhythmic gymnastics, healthy, nutritious and balanced diet, traditional games | Real implementation in PJOK |
| Evaluation | Character Success and Student Engagemen | Character-based evaluation |
| The main obstacle | Time is limited, attitude assessment needs new instruments | The dominant obstacle in integration |
| Hope | Time is increased, facilities are equipped | Hope for facility development |
| Recommendation | Be more active in helping the team, making the P5 module more interesting | Teacher initiative for module development |

Discussion

The results of this study confirm that positive perceptions of PJOK teachers toward P5 are a key factor in successful implementation. These perceptions are built through direct experience, active involvement in co-curricular teams, and support for the Independent Curriculum policy. This aligns with perception theory, which states that experience and social interactions shape an individual's perspective on educational policy (Fitriyah, 2020; Kandi, 2023; Sukmadinata, 2003). Teachers committed to Pancasila values are more likely to internalize the P5 policy in their learning, as confirmed by (Riyadi1 et al., 2025 and Suhardiyansyah et al., 2016).

The teacher-designed learning strategies demonstrate a strong integration of physical activity, cultural values, and character. Under the Healthy and Fit Generation theme, the Physical Education (PJOK) teacher not only teaches gymnastics and traditional games but also instills the values of discipline, collaboration, and sportsmanship. These findings reinforce Asmara et al. (2025) view that PJOK in the Independent Curriculum emphasizes active student involvement and holistic assessment encompassing cognitive, affective, and psychomotor aspects.

Furthermore, external collaboration with the Youth and Sports Agency and Aisyiyah Hospital in Bojonegoro enriches the student experience, making learning more contextual and meaningful. This aligns with Budiono et al. (2018), who assert that sports activities can be an effective medium for instilling the values of mutual cooperation, sportsmanship, and discipline. Thus, Physical Education (PJOK) serves not only as a means of physical development but also as a vehicle for character learning relevant to the Pancasila Student Profile (BSKAP, 2025; Christiananda et al., 2023).

The novelty of this research lies in its specific focus on physical education (PJOK) teachers in Muhammadiyah-based junior high schools, a topic that has not been widely explored in previous research. Most previous studies have focused on elementary or vocational high school teachers (Sunarni & Karyono, 2023; Priyambudi et al., 2023; Rizaldi, 2024). Therefore, this study fills this gap by demonstrating how PJOK in junior high schools can be a

strategic tool for instilling the values of the Pancasila Student Profile through local cultural integration and cross-stakeholder collaboration.

Thus, this study strengthens the literature that the success of P5 depends not only on curriculum policies but also on teacher perceptions, structured learning strategies, and collaborative support. Physical Education teachers at SMP Muhammadiyah 9 Bojonegoro have demonstrated that Physical Education can be a holistic medium for instilling the values of the Pancasila Student Profile, making learning more contextual, relevant, and meaningful for students.

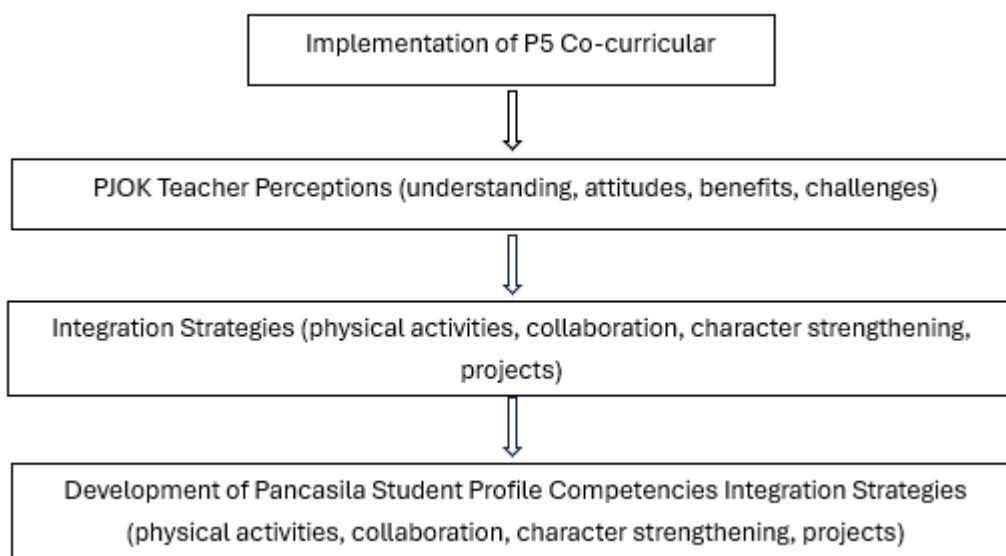


Figure 2. The novelty of this research

Conclusion

This study shows that physical education teachers at SMP Muhammadiyah 9 Bojonegoro have a positive perception of the implementation of the P5 co-curricular program. This perception developed through an adaptation process, from initial confusion to deep understanding, which then developed into full support for the Independent Curriculum policy. Physical education teachers view P5 as a strategic platform for instilling the values of the Pancasila Student Profile through physical, social, and cultural activities.

The teacher-designed learning strategy is structured, starting with adapting the Physical Education (PJOK) material to the P5 theme, determining the dimensions of the graduate profile, and developing character indicators. The Healthy and Fit Generation theme serves as a concrete example of how PJOK can integrate rhythmic gymnastics, a healthy diet, and traditional games to shape student character. Evaluation is conducted through learning outcome harvest activities that emphasize holistic assessment, encompassing motor skills as well as attitudes of cooperation, sportsmanship, and discipline.

The novelty of this research lies in its specific focus on physical education teachers at Muhammadiyah-based junior high schools, a topic that has not been widely studied in previous research. These findings demonstrate that physical education has significant potential as a

holistic medium for instilling the values of the Pancasila Student Profile, making learning more contextual, relevant, and meaningful.

Authorship Contribution Statement

Yuni Asih contributed to the conceptualization of the study, research design, data collection through interviews, observations, and documentation, data analysis, and manuscript preparation. Dr. Budiono, M.Si., as the main supervisor, provided guidance in conceptualizing the study, refining the research methodology, and critically reviewing the manuscript. Ria Arista Asih, Ph.D., as the co-supervisor, contributed through academic supervision, the development of the theoretical framework, and support in the final editing of the manuscript.

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