

Analysis of Teacher Readiness in Implementing the Independent Learning Curriculum

Cherly Afriani¹ Gimin² Hendripides³

Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia^{1,2,3}

Email: cherly.afriani6545@student.unri.ac.id¹ gimin@lecturer.unri.ac.id²
hendripides@lecturer.unri.ac.id³

Abstract

This study aims to determine (1) the readiness of teachers in implementing the independent learning curriculum. (2) the obstacles faced by teachers in implementing the independent learning curriculum. The background of this research is 21st century learning which requires teachers to be able to apply students' creativity, critical thinking, cooperation, problem solving, communication skills, social skills and character skills. However, teachers are not ready to apply the independent curriculum. The method used in this research is a quantitative descriptive method. The data source for this study was primary data obtained from questionnaires to all teachers at SMPIT Al-Andalus Pekanbaru and SMP Negeri 8 Pekanbaru with a total of 64 teachers. Data collection techniques used are documentation and questionnaires. The results showed that overall teacher readiness at SMPIT Al-Andalus Pekanbaru and SMP Negeri 8 Pekanbaru were quite ready to implement the Merdeka curriculum. In using learning facilities and infrastructure, teachers need to learn new things.

Keywords: Teacher Readiness, Free Learning Curriculum



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

Along with the development of information and communication technology, education in Indonesia is required to keep up with the times in the 21st century. Learning in the 21st century applies creativity, critical thinking, cooperation, problem solving, communication skills, community and character skills. Skilled in solving problems means being able to overcome the problems they are facing, in the teaching and learning process if students who can solve these problems means that these students can think critically. Education in Indonesia is a country where the value of the quality of education is still relatively low compared to other countries. Therefore, education in Indonesia must be improved immediately so as to be able to give birth to a generation that has advantages in various fields so that the Indonesian people can compete with other nations and so that they are not further left behind because of the fast-paced global flow. Various kinds of technological advances have begun to be applied in the world of education, such as to support more efficient learning, such as the use of technology for distance learning, and so on. Where in the field of education has a big influence with the 21st century learning.

The demands of the times also encourage changes in various fields, one of which is the field of education. Education in Indonesia needs to have proper management in planning, implementing and evaluating learning practices. The solution that the government can provide to improve the quality and advance the welfare of education in Indonesia is to improve and update the curriculum used (Susilowati, 2022). So the government issued a policy related to changing the curriculum, namely the Free Learning Curriculum. The concept of an independent learning curriculum emphasizes giving freedom in the field of education (Faiz and Kurniawaty, 2020); (Prasetyo, Bashori, & Novi Nur Lailisna, 2020). The curriculum

is used as a reference by the teacher in the teaching and learning process, without an automatic curriculum that is not directed learning. So it can be said that the curriculum is the heart of education.

The application of the independent learning curriculum encourages the role of the teacher in education to improve superior and competitive human resources manifested in students who have noble character and have a high level of reasoning. The teacher acts as a facilitator for students in providing learning (Mualifah, 2013). For this reason, development in the education sector needs to be designed so that various challenges and problems that arise can be overcome. The world of national education needs to be designed to be able to give birth to a generation that has advantages in the current era of globalization.

One of the achievement of learning objectives is that students are able to understand and understand the material presented by the teacher. Teachers as people who are considered to have the ability to transfer knowledge to students are expected to be able to carry out tasks professionally in accordance with the disciplines they have. In the independent learning curriculum teachers are required to be able to be active and enthusiastic, creative, innovative and skilled as facilitators driving change in schools. Teachers not only master and teach effectively in the classroom but also have to create a pleasant environment with students. In addition, teachers are required to be able to take advantage of existing technology as an addition to the learning process. Then the teacher must also carry out an evaluation to correct errors and deficiencies during teaching and learning activities. There are changes related to the independent learning policy, all educators must assess and correct themselves so that they can adapt to the current developments.

SMP Negeri 8 Pekanbaru and SMPIT Al-Andalus Pekanbaru are educational institutions that have implemented an independent learning curriculum through independent pathways. This was conveyed through a letter from the Head of the Riau Province Mobilization Teacher Center Number: 296/B7.9/KP/2022 on July 6, 2022 concerning Initial Assessment and Differentiated Learning in the implementation of the independent curriculum in order to face the new 2022-2023 school year. Based on the results of initial observations in August 2022 conducted at SMPIT Al-Andalus, Tampan District, Pekanbaru City regarding the new policy from the Ministry of Education and Culture and Research and Technology, namely the independent learning curriculum. According to the principal, implementing the independent learning curriculum in the 2022/2023 school year is a big challenge for teachers and schools to restore learning. Because teachers are educators, teachers must be prepared beforehand. At SMPIT AL-Andalus there are 10 teachers who play an active role in the teaching and learning process with a total of 86 students. The teacher's unpreparedness towards implementing the independent learning curriculum is because before starting learning in the classroom the teacher must prepare plans, learning processes, teaching material modules, as well as the infrastructure used and learning assessments to determine learning outcomes.

This research is based on the results of research conducted by Purani & Putra (2022), showing that teacher readiness in implementing the independent curriculum teachers are still not ready to implement it. The results of this study on understanding related to the structure of the independent curriculum teachers still lack understanding and the preparation of teaching modules and learning assessment of the independent curriculum teachers still need training. So that teachers still do not have a clear picture regarding the implementation of the independent curriculum. Based on the description above, the research intends to determine the readiness of teachers in implementing the independent learning curriculum and what are the obstacles faced by teachers in implementing the independent learning curriculum.

RESEARCH METHODS

This research is included in the quantitative research. The data source in this study was primary data obtained from questionnaires to all teachers at SMPIT Al-Andalus Pekanbaru and SMP Negeri 8 Pekanbaru with a total of 64 teachers. Data collection techniques used are documentation and questionnaires. In this study, the indicators listed in the table were used.

Table 1.

Variabel	Indicator	Sub-indicator
Teacher Readiness in Implementing the Independent Learning Curriculum	Understanding the concept and structure of the curriculum	a. Definition of Independent Curriculum
		b. Independent Curriculum Goals
		c. Excellence of the Independent Curriculum
		d. Characteristics of the Independent Curriculum
		e. Independent Curriculum Structure
		f. Differences between the 2013 Curriculum and the Independent Curriculum
	Readiness of lesson plans or teaching modules	a. General information
		b. Core activities
		c. Attachment
	Readiness of the learning process	a. Learning objectives
		b. Meaningful Understanding
		c. Starter Question
		d. Learning Activities (Introduction, Content, and Closing)
		e. Assessment
		f. Remedial or enrichment
	Readiness to use facilities and infrastructure	a. Use of Technology in Learning

RESEARCH RESULTS AND DISCUSSION

Table 2. Descriptive data Understanding the Concept and Structure of the Curriculum

Interval	Category	SMP Negeri 8 Pekanbaru		SMPIT Al-Andalus	
		Frequency	Percentage (%)	Frequency	Percentage (%)
25,2 - 30	Very good	8	15,1%	1	9,1%
20,4 - 25,1	Good	15	28,3%	2	18,2%
15,6 - 20,3	Pretty good	14	26,4%	3	27,3%
10,8 - 15,5	Not good	13	24,5%	5	45,5%
6 - 10,7	Bad	3	5,7%	0	0,0%
Total		53	100%	11	100%

Source: Data Processed Results, 2023

Based on the table above, it is known that 15 teachers (28.3%) understand the concept and structure of the independent curriculum at SMPIT Al-Andalus Pekanbaru in the good category, while 5 teachers (45.5%) understand the concept and structure of the independent curriculum at SMPIT Al-Andalus Pekanbaru in the poor category. This means that the teacher's understanding of the concept and structure of the teacher's independent curriculum is still not good, this is evidenced by the results of the answers of respondents who said that they were still confused by the implementation of the independent curriculum because of differences in teacher perceptions in understanding and implementing the independent curriculum. As well as teachers who teach grades 8 and 9 still don't understand the independent curriculum, so they only give authority to grade 7 teachers. It's as if only grade 7 teachers have to study the independent curriculum.

Table 3. Descriptive Data on the Readiness of Learning Plans or Teaching Modules

Interval	Category	SMP Negeri 8 Pekanbaru		SMPIT Al-Andalus Pekanbaru	
		Frequency	Percentage (%)	Frequency	Percentage (%)
12,6 - 15	Very good	9	17,0%	1	9,1%
10,1 - 12,5	Good	11	20,8%	3	27,3%
7,6 -10,0	Pretty good	13	24,5%	6	54,5%
5,1 -7,5	Not good	14	26,4%	1	9,1%
2,6 -5,0	Bad	6	11,3%	0	0,0%
Total		53	100%	11	100%

Source: Data Processed Results, 2023

Based on the table above, it is known that the results of the descriptive analysis of the readiness indicators for lesson plans or teaching modules at SMPIT Al-Andalus Pekanbaru are 14 teachers (26.4%) in the poor category, while the results from the descriptive analysis of the readiness indicators for lesson plans or teaching modules at SMPIT Al-Andalus Pekanbaru are 6 teachers (54.5%) in the fairly good category. This means that the readiness of the teacher in the lesson plans or teaching modules is not good, this can be proven by the results of the answers of respondents who said that they did not understand the components in the teaching modules which still looked the same as the 2013 curriculum, so they needed a companion to prepare the lesson plans or teaching modules to the fullest.

Table 4. Descriptive Data of Learning Process Readiness

Interval	Category	SMP Negeri 8 Pekanbaru		SMPIT Al-Andalus Pekanbaru	
		Frequency	Percentage (%)	Frequency	Percentage (%)
25,2 - 30	Very good	4	7,5%	2	18,2%
20,4 - 25,1	Good	15	28,3%	5	45,5%
15,6 - 20,3	Pretty good	13	24,5%	4	36,4%
10,8 - 15,5	Not good	19	35,8%	0	0,0%
6 - 10,7	Bad	2	3,8%	0	0,0%
Total		53	100%	11	100%

Source: Data Processed Results, 2023

Based on the table above, it is known that the results of the descriptive analysis of indicators of readiness for the learning process at SMPIT Al-Andalus Pekanbaru were as many as 19 teachers (35.8%) in the poor category, while the results of the descriptive analysis of indicators of readiness for the learning process at SMPIT Al-Andalus Pekanbaru were as many as 5 teachers (45.5%) in the good category. This means that the teacher's readiness in carrying out the learning process is not good by the teacher at SMP Negeri 8 Pekanbaru because most of the teachers do not play an active role in educating students, mostly teach soberly, do not try to get to know their students closely, so that in the learning process the teachers at SMPIT Al-Andalus Pekanbaru are good in the readiness of the learning process.

Table 5. Descriptive Data on Readiness to Use Learning Facilities and Infrastructure

Interval	Category	SMP Negeri 8 Pekanbaru		SMPIT Al-Andalus Pekanbaru	
		Frequency	Percentage (%)	Frequency	Percentage (%)
4,3 - 5	Very good	6	11,3%	3	27,3%
3,5 - 4,2	Good	7	13,2%	6	54,5%
2,7 - 3,4	Pretty good	12	22,6%	2	18,2%
1,9 - 2,6	Not good	13	24,5%	0	0,0%
1 - 1,8	Bad	15	28,3%	0	0,0%
Total		53	100%	11	100%

Source: Data Processed Results, 2023

Based on the table above, it is known that the results of the descriptive analysis of the sub-indicators of readiness to use facilities and infrastructure at SMPIT Al-Andalus Pekanbaru, namely the use of technology in learning by 15 teachers (28.3%) are in the bad category, while the descriptive analysis of the sub-indicators of readiness to use facilities and infrastructure at SMPIT Al-Andalus Pekanbaru, namely the readiness of teachers in using learning technology are 6 teachers (54.5%) in the good category. So it can be concluded that the readiness of teachers in implementing the independent learning curriculum at SMP Negeri 8 Pekanbaru and SMPIT Al-Andalus Pekanbaru on indicators of readiness to use facilities and infrastructure at SMP Negeri 8 Pekanbaru is not good in their ability to use learning technology while on indicators of readiness to use facilities and infrastructure at SMPIT Al-Andalus Pekanbaru are good in their ability to use learning technology. This is evidenced in the results of respondents who have problems with indicators of readiness to use facilities and infrastructure who say that teachers must be literate in technology and information as well as in managing internet technology. Meanwhile, the percentage of teachers at SMPIT Al-Andalus Pekanbaru who have entered the age of 50 is quite large compared to teachers at SMPIT Al-Andalus Pekanbaru, meaning that training or familiarizing the senior teachers above to be literate in information technology is a big challenge that must be done. The solution is to appeal to young teachers who have better mastery of information technology to assist and assist senior teachers to utilize the facilities and infrastructure in implementing the independent curriculum. And also inadequate facilities and infrastructure to develop learning so that the learning process is constrained, such as broken LCDs, lack of project tools and materials. For this reason, schools and the government can budget for the implementation of the independent curriculum so that the implementation of the independent curriculum can achieve its goals.

Discussion

In accordance with the research objectives, namely: (1) knowing the readiness of teachers in implementing the independent learning curriculum, (2) knowing the obstacles faced by teachers in implementing the independent learning curriculum. The variable of teacher readiness in implementing the independent learning curriculum consists of indicators of understanding the concept and structure of the curriculum, readiness of lesson plans or teaching modules, readiness of the learning process, and readiness to use facilities and infrastructure. This research was conducted by teachers at SMP Negeri 8 Pekanbaru and SMPIT Al-Andalus Pekanbaru with a sample of 64 respondents. Then the results and discussion obtained as follows:

1. Understanding the Concept and Structure of the Independent Curriculum. Based on the results of the descriptive analysis carried out on 6 sub-indicators, it was found that teacher understanding at SMP Negeri 8 Pekanbaru obtained a percentage of 28.3% in the good category, while teacher understanding at SMPIT Al-Andalus obtained a percentage of 45.5% with the category not good, where teacher understanding regarding the concept and structure of the independent curriculum is good for the readiness of the teachers at SMP Negeri 8 Pekanbaru compared to teachers at SMPIT Al-Andalus, because most teachers at SMP Negeri 8 Pekanbaru have teacher certification. The results of this study are in line with research conducted by Almaida et al., (2023) showing that teachers' understanding of the structure and characteristics of the independent curriculum through interviews said they knew, but did not really understand the independent curriculum, this happened because the school's policy to implement the independent curriculum seemed rushed without thinking about the teacher's knowledge of the curriculum first. Therefore it is necessary to hold training to increase teachers' understanding of the independent curriculum.

2. Readiness of Learning Plans or Teaching Modules. Based on the results of the descriptive analysis carried out on the 3 sub-indicators, it is known that teacher readiness in lesson plans or teaching modules at SMP Negeri 8 Pekanbaru obtained a percentage of 26.4% in the less good category, while teacher readiness in learning plans or teaching modules at SMPIT Al-Andalus obtained a percentage of 54.5% with a fairly good category, where teacher readiness regarding teacher readiness in learning plans or teaching modules is quite good for teachers at SMPIT Al-Andalus compared to teachers at SMP Negeri 8 Pekanbaru, because most teachers at SMP Negeri 8 Pekanbaru have taught more than 2 years. 5 years so to learn new things takes quite a long time. The results of this study are in line with research conducted by Almaida et al., (2023) showing that teacher readiness in teaching tools, namely teaching modules, teaching modules provided by the government have not been educated on teachers, so teachers are still using the learning series applied in the 2013 curriculum in teaching and learning activities. This is because teachers still do not have an independent teaching account which contains various teaching modules and references for other teachers who apply the independent curriculum, for this reason the teacher needs to have an independent teaching account so that they can increase knowledge in applying learning in accordance with the objectives of the independent curriculum.
3. Learning Process Readiness. Based on the results of the descriptive analysis conducted on the 6 sub-indicators, it is known that teacher readiness in the learning process at SMP Negeri 8 Pekanbaru obtained a percentage of 35.8% in the poor category, while teacher readiness in the learning process at SMPIT Al-Andalus obtained a percentage of 45.5% in the good category, where teacher readiness related to teacher readiness in the learning process is good for teachers at SMPIT Al-Andalus compared to teachers at SMP 8 Pekanbaru, because most teachers at SMP Negeri 8 Pekanbaru do not play an active role in educating students, mostly teach sober, do not try to get to know their students closely. so that in the learning process the teacher at SMPIT Al-Andalus Pekanbaru is good in the readiness of the learning process. The results of this study are in line with research conducted by Masnun (2023) showing that teacher readiness in the learning process is quite ready with a percentage of 35.71% and only 14.28% of teachers who are ready to apply the independent curriculum in the learning process. This is because the teacher still knows the strategies and learning models that can be applied in the independent curriculum, but only knows about diverse learning and projects to strengthen Pancasila learning, so that the teacher's knowledge needs to be increased again.
4. Readiness to Use Facilities and Infrastructure in Learning. Based on the results of the descriptive analysis conducted on 1 sub-indicator, it is known that the teacher's ability to use technology in learning at SMP Negeri 8 Pekanbaru obtained a percentage of 28.3% in the not good category, while the teacher's readiness to use facilities and infrastructure at SMPIT Al-Andalus obtained a percentage of 54.5% in the good category, where teacher readiness related to the teacher's ability to use technology in learning for teachers at SMPIT Al-Andalus is good compared to teachers at SMP Negeri 8 Pekanbaru, because the number of teachers at SMP Negeri 8 Pekanbaru who are aged over 50 years is quite a large percentage compared to teachers at SMPIT Al-Andalus Pekanbaru, meaning that training or familiarizing the senior teachers above to be literate in information technology is a big challenge that must be done. The solution is to appeal to young teachers who have better mastery of information technology to assist and assist senior teachers to utilize the facilities and infrastructure in implementing the independent curriculum. And also inadequate facilities and infrastructure to develop learning so that the learning process is

constrained, such as broken LCDs, lack of project tools and materials. For this reason, schools and the government can budget for the implementation of the independent curriculum so that the implementation of the independent curriculum can achieve its goals. If viewed as a whole, the average respondent's readiness in implementing the independent curriculum at SMP Negeri 8 Pekanbaru is quite good with a result of 49.09. While the average teacher readiness in implementing the independent curriculum at SMPIT Al-Andalus Pekanbaru is quite good with a result of 53.54. The results of this study are in line with research conducted by Ekawati (2022) which shows that most teachers are not ready to use facilities and infrastructure. This is due to minimal learning facilities and resources as well as inadequate infrastructure and teachers who are still stuttering in technology. So that most teachers feel comfortable with the old curriculum and have no experience in learning using the independent curriculum. Therefore, teachers should be able to take part in outreach and workshops independently in various communities or the internet.

CONCLUSION

This research is to determine the readiness of teachers in implementing the independent learning curriculum and the obstacles faced by teachers in implementing the independent learning curriculum. Based on the results of the research as described in the previous chapter, it can be concluded that teacher readiness in the independent learning curriculum at SMP Negeri 8 Pekanbaru and SMPIT Al-Andalus Pekanbaru, when viewed from an average, is in a fairly good category. This means that the teacher's understanding of the independent curriculum and is able to apply it quite well. The obstacles faced by teachers in implementing the independent learning curriculum include: Teacher confusion with the implementation of the independent curriculum because of differences in teacher perceptions in understanding and implementing the independent curriculum. As well as teachers who teach grades 8 and 9 still don't understand the independent curriculum, so they only give authority to grade 7 teachers. It's as if only grade 7 teachers have to study the independent curriculum. So that teachers must attend more training, review books, and be active in the community. Teachers do not understand the components in the teaching modules which still look the same as the 2013 curriculum, so they need a companion to prepare the lesson plans or teaching modules to the fullest. Teachers do not play an active role in educating students, mostly teach sober, do not try to get to know their students closely. Teachers must be literate in technology and information as well as in managing internet technology. The solution is to appeal to young teachers who have better mastery of information technology to assist and assist senior teachers to utilize the facilities and infrastructure in implementing the independent curriculum. And also inadequate facilities and infrastructure to develop learning so that the learning process is constrained, such as broken LCDs, lack of project tools and materials. For this reason, schools and the government can budget for the implementation of the independent curriculum so that the implementation of the independent curriculum can achieve its goals.

BIBLIOGRAPHY

- Almaida, Fefi Ayu et al. 2023. Kesiapan Guru Penjas Menghadapi Kurikulum Merdeka Di Sekolah Dasar. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 7(1), 54-62.
- Faiz, A., & Kurniawaty, I. 2020. Konsep Merdeka Belajar Pendidikan Indonesia Dalam Perspektif Filsafat Progresivisme. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*.

- Masnun, Moh. 2023. Kesiapan Madrasah Ibtidaiyah Dalam Menghadapi Implementasi Kurikulum Merdeka. *Jurnal Cahaya Mandalika*, 4(1), 235-246.
- Mualifah, I. 2013. Progresivisme John Dewey dan Pendidikan Partisipatif Perspektif Pendidikan Islam. *Jurnal Pendidikan Agama Islam*, 01 (01): 102-121.
- Prasetyo, M. A. M., Bashori, B., & Novi Nur Lailisna. (2020). Strategy of Boarding School (Pesantren) Education in Dealing With the Covid-19 Pandemic. *Kholifa: Journal of Islamic Education*, 4(2), 142–160.
- Purani, N.K.C., & Putra,I.K.D.A.S. 2022. Analisis Kesiapan Guru Dalam Penerapan Kurikulum Merdeka Belajar Di Sdn 2 Cempaga. *Jurnal Pendidikan Dasar Rare Pustaka*, 4(2), 8-12.
- Rahayu, Restu, Rita Rosita, Yuyu Sri Rahayuningsih, Asep Herry Hernawan, Prihantini. 2021. Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4).
- Susilowati, Evi. 2022. Implementasi Kurikulum Merdeka Belajar Pada Mata Pelajaran Pendidikan Agama Islam. *Al-Miskawaih: Journal of Science Education*. 1(1), 115-132.
- Suyanto. 2020. "Implikasi Kebijakan Merdeka Belajar". <https://suyanto.id/implikasi-kebijakan-merdeka-belajar>, diakses KOMPAS, 08 Februari