

Teachers Readiness in The Process of Implementing The Independent Learning Curriculum in Elementary School

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ABSTRACT

This study aims to determine the readiness of teachers in implementing the Independent Curriculum in elementary schools. This research was conducted at the State Elementary School 34/1 Teratai, Kec. Muara Bulian Kab, Batang Hari, Jambi Province. The type of research used is qualitative research with descriptive research. The research data were obtained through observation and interviews (as the main data) and document studies (as supporting data). The results in this study indicate that teacher readiness is an important component in curriculum implementation. teacher readiness in the process of implementing the independent curriculum at SDN 34/1 is in the pretty good category. This is related to the teacher's presentation of the independent curriculum which shows that the teacher understands well the concept, objectives, mechanisms and structure of implementing the independent curriculum, but there are still a number of things that need to be studied further regarding lesson planning or making teaching modules. At the implementation stage the teacher has implemented the independent curriculum in accordance with government directives, namely carrying out project learning to strengthen the Pancasila student profile (P5) and differentiated learning. At the assessment stage the teacher carries out diagnostic, formative and summative assessments and processes these assessments to see the achievement of learning and become evaluation material. From the research results obtained, for the process of implementing the independent curriculum in the first year, schools and teachers are expected to always work together so that the process of implementing the independent curriculum is more optimal. It is hoped that the results of this study can have benefits for further research.

Keywords: *Teacher Readiness; Implementation; Freedom Curriculum*

INTRODUCTION

The curriculum is known as a set of programs which contain learning plans that will be given to students. The curriculum is used as a reference or guideline for students, and also a reference for teachers in preparing lessons. The curriculum is determined by a government agency that has authority in regulating the education system. In Government Regulation No. 4 of 2022 Article 37 paragraph 1 states regarding the determination of the curriculum, namely "the basic curriculum framework and curriculum structure as referred to in Article 36 for early childhood education, basic education, and secondary education are determined by the minister". The curriculum is used as one of the learning tools that must be completed by educational institutions to realize educational goals.

The curriculum has undergone various changes according to the changing times. Indonesia implemented the revised 2013 curriculum, but after the *Covid 19* pandemic, the revised 2013 curriculum was deemed not in accordance with the circumstances that caused it (*learning loss*), for that the government implemented an emergency curriculum. The emergency curriculum was felt to be effective in increasing learning so that the Ministry of Education and Culture made changes to the design and implemented the emergency curriculum in a more comprehensive manner. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) issued circular letter Number 56/M/2022 concerning the application of the Independent Curriculum which contains guidelines for implementing the curriculum in the context of learning restoration.

Teacher readiness is used as one of the main focuses in the implementation of the Independent Learning Curriculum because the teacher is the executor in the classroom who deals directly with students. Ansumanti (2022: 4) explains readiness is a condition in which an individual responds and applies an activity in which the attitude contains skills, mentality that must be prepared and possessed while carrying out certain activities. Teachers as mentors and educators must be prepared to face the demands given in the Independent Learning Curriculum. Teachers are expected to have the ability both in terms of physical, social and emotional. The magnitude of the demands that must be faced by the teacher illustrates that the role of the teacher in implementing the Independent Learning Curriculum is very large.

Based on initial observations that researchers made at SD Negeri 34/I Teratai that the school has implemented the Independent Curriculum for learning in grades I and IV since the issuance of circular letter No. 56/M/2022 concerning the enactment of the Independent Curriculum which contains guidelines for implementing the curriculum in the context of learning recovery. The implementation of the independent curriculum at SDN 34/I went through various socialization stages including socialization through *zoom meetings*, then also *in-house training* (IHT), and also through the independent teaching platform (PMM). In addition, the Teacher Working Group was also carried out regarding the implementation of the independent curriculum. The socialization obtained by the teacher turned out to be an obstacle for some teachers who had difficulty using technology so that the socialization process was a little hampered. This attracted the attention of researchers to analyze the extent to which teachers are prepared to face the process of implementing the Independent Curriculum because teachers must be independent and ready to face the demands given in the Independent Curriculum for learning.

Based on this background, the researcher is interested in further describing "How is Teacher Readiness in Facing the Implementation of the Independent Learning Curriculum at SDN 34/I Teratai."

METHODS

The approach used in this study is a qualitative approach. A qualitative approach is a research conducted to obtain natural data that comes from reality or

actual circumstances (Manab, 2015: 9). This qualitative research produces descriptive data in which the data comes from informants. This type of research is descriptive qualitative. Qualitative descriptive research aims to describe, provide an overview or explain, and explain and answer in more detail about a problem that will be studied by studying as much as possible individuals or groups or an event. The researcher used a qualitative descriptive research type because the researcher wanted to describe the analysis of teacher readiness in implementing the Independent Learning Curriculum at SDN 34/I Teratai, according to the facts on the ground or the actual situation experienced by the research subjects.

The data obtained became a guideline in describing the analysis of teacher readiness in implementing the Independent Curriculum in Elementary Schools obtained through observations, interviews, and documentation studies. The data collected is in the form of an analysis of teacher readiness in implementing the Independent Curriculum in Elementary Schools which includes preparation, implementation, and planning and evaluation of learning based on the Independent Curriculum and the data presented is in the form of words. The interview grid data is presented as follows:

Observation Sheet Lattice Analysis of Teacher Readiness in the Implementation of the Free Learning Curriculum

Component	Sub Components	Observed aspect
Teacher readiness	Understanding Level	<ol style="list-style-type: none"> 1. Understand the mechanism of implementing the Independent Learning Curriculum. 2. Understand the concept and purpose of the Merdeka Curriculum 3. Understand how to structure learning 4. Understand the form of learning that is in accordance with the Independent Curriculum.
	Lesson plan	<ol style="list-style-type: none"> 1. Understand the principles of learning 2. Understanding learning outcomes 3. Able to formulate learning objectives 4. Able to arrange the flow of learning objectives from learning objectives 5. Design learning.
	Learning process	<ol style="list-style-type: none"> 1. Develop learning

Component	Sub Components	Observed aspect
		<ol style="list-style-type: none"> 2. Carry out a project-based learning process. 3. Differentiated learning
	Assessment of 'learning	<ol style="list-style-type: none"> 1. Conduct an assessment in accordance with the Independent Learning Curriculum. 2. Processing the assessment results in one learning objective. 3. Process learning outcomes into final grades 4. Reporting of learning outcomes
	Readiness of infrastructure	<ol style="list-style-type: none"> 1. Availability of facilities to support the learning process (learning media, books and learning resources, completeness of information and communication technology) 2. Complete infrastructure to support the learning process (comfortable classrooms, fields, libraries, healthy canteens)

RESULTS AND DISCUSSION

The successful implementation of the Independent Learning Curriculum is greatly influenced by many factors such as support from the school, the readiness of the education government, and the readiness of the teacher himself as a figure who plays a major role in implementing this Independent Curriculum in the field. Based on the results of research on "Teacher Readiness in the Implementation of the Independent Learning Curriculum in Elementary Schools" conducted in grades I and IV of SD Negeri 34/I Teratai obtained through a series of research techniques namely observation, interviews, and document studies with the formulation of the problem how teacher readiness in implementation The Merdeka curriculum is studied at SDN 34/I Teratai. Researchers found that schools had implemented the Independent Curriculum in grades I and IV and teachers had attended various socializations provided by the government to learn about the implementation of the Independent Curriculum.

Understanding the implementation of the Independent Curriculum is the first thing that must be done by the teacher so that the implementation of the Independent Curriculum can run optimally. The government provides understanding and outreach to educators so that educators can find out how the Independent Curriculum is and what changes have occurred from the previous curriculum. As a form of the government's efforts in implementing the Independent Curriculum, the government

provides various supports for teachers to learn how to understand the Independent Curriculum, namely, providing an independent platform for teaching with a variety of training topics and various teaching references available, for example guides, learning outcomes and learning objectives.

The fact that the researchers found that in understanding and studying the Independent Curriculum has indeed been supported by various things, but as previously described it appears that in general the process of socialization is mostly carried out online by utilizing technology, of course. This is a problem for teachers because teachers experience many obstacles that have an impact on the less than optimal implementation of the Independent Curriculum. Obstacles faced by teachers in the field include a lack of understanding in using technology or known as *Non-Tech Savvy* teachers even though in this era of globalization it is often discussed that technological literacy is very important for teachers not only in receiving information but in designing and providing the process of learning technology is also very important. Munthe (2019: 444) Says that teachers are required to be smarter in processing learning resources and teachers are expected to be able to adapt to the rapid development of access to information in order to be able to change manual learning systems with the use of technology, teachers can also be creative and innovate in developing media and learning resources with technology. In general, this problem is faced by elderly teachers which causes teachers to often be confused in using technology and are lazy to learn new technology so that this will have the impact of not being ready to accept change.

Based on the findings of the researchers, it was concluded that in the implementation of the Independent Curriculum at SDN 34/I Teratai in grades I and IV there were two senior teachers who had difficulty using technology, namely in classes IB and I C. The teacher gave complaints regarding the difficulty of learning the Independent Curriculum such as receiving socialization online either through *zoom meetings*, online communities, or access the independent teaching platform . Teachers also have difficulties in doing Real Action which of course requires teachers to understand technology well. Efforts are being made to deal with this by collaborating with other teachers who understand technology and asking for direction and guidance from the closest person who understands technology. Another finding that the researchers obtained was that in class IA, IV A and IV B it was found that teachers were ready to accept the Independent Curriculum, this was evidenced by the teacher's very good understanding of the mechanisms for implementing the Independent Curriculum, knowing the concepts and objectives of the Independent Curriculum, understanding how the learning structure in the Independent Curriculum, and also always participate in socialization activities organized by the government.

At the point of preparing or planning the learning process, based on research results it is known that teachers experience problems in the learning planning process. Provisions in designing learning cause a lot of confusion for teachers, including the difficulty of determining components in designing teaching modules

such as formulating learning outcomes (CP), then determining or describing learning outcomes (CP) into learning objectives (TP) and sorting learning objectives into a flow of learning objectives (ATPs). The teacher assesses the process of preparing teaching modules and determining the elements there are no clear provisions, which raises many questions for teachers such as whether the preparation of teaching modules is correct and what are the limitations in compiling teaching modules. However, even though teachers at SDN 34/I Teratai face various obstacles in compiling this teaching module, the teacher remains responsible and strives to prepare teaching modules by collaborating with other class teachers and carrying out ATM activities (observe, imitate and modify) from the sample modules that have been provided by the government so that in the end the teacher begins to be skilled at interpreting the learning outcomes (CP) that have been set by the government and begins to be skilled in developing learning objectives (TP) and compiling them into a flow of learning objectives (ATP).

At the point of carrying out learning activities, researchers found that SDN 34/I Teratai carried out contextual learning activities in implementing P5 or a project to strengthen the Pancasila student profile. P5 learning is included in the co-curricular which is designed according to the big theme that has been determined by integrating several subjects as a form of implementing P5 in the education unit. Project-based learning to strengthen the profile of Pancasila students is aligned with local potential which is the hallmark of an education unit. SDN 34/I Teratai implements project-based learning to strengthen the profile of Pancasila or P5 students in 2022/2023 by carrying out the implementation of Pancasila values which begins with analyzing contextual or real problems related to everyday life, then determines the project in the form of written work, motion and art, entrepreneurial spirit and the potential of natural and local cultural resources around the school. The first project was carried out from July to December 2022 with the theme of a sustainable lifestyle which involves the use and processing of waste in schools and the planting of hydroponic plants in the school environment for greening and overcoming environmental problems in schools. The second project will be carried out from January to June 2023 with the theme of local wisdom by introducing regional specialties.

After processing the assessment and reporting the learning outcomes, the researcher found that SDN 34/I Teratai carried out the assessment according to the provisions or provisions of the Independent Curriculum. The concept of authentic assessment is carried out to measure the dimensions of attitudes, knowledge and skills. Variations in the form of assessment will better show the ability of students. The assessment rubric is made based on the learning objectives to be achieved. SDN 34/I Teratai conducted a knowledge analysis to determine post-assessment feedback for students, namely the implementation of remedial and enrichment programs. Remedial for students who are considered unable to achieve learning, remedial activities are carried out not only to repeat the test but to carry out further interventions to improve student achievement such as analyzing which indicators are not achieved or weak and then intervene. Intervention can be done when carrying out differentiated learning. The assessment process for SDN 34/I Teratai is carried out in

the form of a rubric and the preparation of criteria for achieving learning objectives is carried out in the form of a scale. In the final stage of the assessment results, an analysis of the evaluation of learning outcomes is carried out with the aim of determining the achievement of students' understanding of the goals of learning achievement and strengthening the profile of Pancasila students. The criteria for grade promotion must at least meet the criteria, namely first, student participation in learning, second, subject completeness on knowledge and skill competencies, and third, good assessment on attitude competence.

In terms of the availability of facilities and infrastructure, the researcher found that SDN 34/I Teratai had completeness in terms of the facilities and infrastructure owned by the school, but of course there were some deficiencies in some facilities. The facilities owned by SDN 34/I Teratai include learning media, having a projector, having adequate internet and a *sound system* to support activities at school. Then at the infrastructure stage, SDN 34/I Teratai has complete infrastructure, including buildings that are still maintained and maintained, but the drawback is uneven electricity. Then classrooms where class contents such as complete furniture are complete but lack the number of classes because the large number of classes does not match the number of classes. Libraries with complete books but still not managed on the library computer. Furthermore, the teacher's room and TU which still lack tables, the prayer room which is still incompletely furnished and the UKS room with the availability of equipment which is still lacking and finally, the warehouse which is still inadequate.

CONCLUSION

Based on the results of the research and discussion that have been described by the researchers in the previous chapter on "Teacher Readiness in the Implementation of the Independent Learning Curriculum in Elementary Schools", it can be concluded that teachers participate in a series of outreach related to the implementation of the Independent Curriculum and understand how to implement the Independent Curriculum in elementary schools, even though there are obstacles for some teachers in studying the Independent Curriculum online, however, efforts have been made to overcome this which are also supported by colleagues and educational units.

Teachers in planning lessons can also be categorized as ready especially for implementation in the first year which can be said to be still in the training period, but of course because they are still in the training period there are bound to be obstacles faced by teachers, especially in preparing modules. In designing modules the teacher needs to understand further how to identify the characteristics of students, then how to formulate learning outcomes (CP), then determine or describe learning outcomes (CP) into learning objectives (TP) and sort the learning objectives into a flow of learning objectives (ATP). Likewise with the learning process, the teacher implements and develops learning well. In practice the teacher also carries out a project-based learning process and also applies differentiated learning.

The teacher also conducts an assessment in accordance with the provisions set out in the Independent Curriculum and also processes the results of the assessment for evaluation materials and looks at learning achievements until a final grade is obtained and a report on learning outcomes is obtained. The availability of educational unit facilities and infrastructure also strongly supports the implementation of the Independent Curriculum, starting from the availability of classrooms, playrooms, green spaces or fields, as well as learning supports such as projectors, the internet and learning media.

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