



Analysis of Teachers Readiness in Implementing The Independent Curriculum in Elementary Schools

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Abstract: Along with the implementation of the independent curriculum, teacher readiness in implementing the independent curriculum is something that is absolutely realized so that the expected goals can be achieved. No matter how good a curriculum is, if the teacher does not have the readiness and skills, then the curriculum cannot be realized properly. This shows that the curriculum and teachers have a very close relationship. This study aims to determine the readiness of elementary school teachers in implementing the independent curriculum. This research uses descriptive research type. The object of this research is teacher readiness in implementing the independent curriculum at Muhammadiyah 1 Ketelan Elementary School, Surakarta. Meanwhile, the subjects of this study were school principals and teachers as actors in implementing the independent curriculum. Data collection techniques in this study include interviews, observation, and documentation. Test the validity of the data in this study using method triangulation and theory triangulation. Data analysis techniques in this study used data reduction (data reduction), data display (data presentation), and conclusion drawing/verification (drawing conclusions. The results of this study indicate that overall the teacher is ready to implement the independent curriculum. Outline of the six indicators of teacher readiness have fulfilled four indicators. With the other two indicators teachers still feel they do not understand and still need training regarding the preparation of teaching modules and learning assessment in the independent curriculum.

INTRODUCTION

Education is one aspect that plays an important role in building a more advanced Indonesian nation. However,

according to several studies, Indonesia is experiencing a learning crisis where students cannot understand simple reading and complete basic



mathematical concepts. Indonesia also experiences educational disparities between regions and between social groups. This condition has gotten worse after the co-19 pandemic. To overcome educational problems and achieve educational goals, the government through the Ministry of Education, Culture, Research and Technology continues to make efforts to renew and innovate education, including through changes to the curriculum (Kemendikbudristek, 2022; Adri, et al, 2023). According to Law Number 20 of 2003 concerning the National Education System that: "Curriculum is a set of plans and systems regarding objectives, content, and teaching materials, as well as guidelines used to achieve educational goals through the implementation of learning activities".

Curriculum development is a process of change that is quite vital in an educational institution that can improve education in a planned manner (Irfan et al., 2023; Gultom, 2021). In 2022 the Government of Indonesia establishes a policy regarding a new curriculum called the "Independence Curriculum". The presence of an independent curriculum is expected to spread and

equalize Indonesian education with the government's affirmative policy for students who live in disadvantaged, frontier, and outermost (3T) areas. The emergence of the independent curriculum is also to answer educational challenges in the era of the industrial revolution 4.0 where the independent curriculum emphasizes critical thinking in solving problems, being creative and innovative, as well as communication and collaboration skills (Lase, 2020;). An independent curriculum gives freedom to teachers and students in implementing learning (Faiz & Kurniawaty, 2020). An independent curriculum offers several advantages including being simpler and in-depth, more independent, and more relevant and interactive (Kemendikbudristek, 2022; Rasmitadila, 2021).

In implementing the independent curriculum, teacher readiness is very important, because the teacher is at the forefront of implementing the independent curriculum. As a teacher, there are many things that must be prepared in implementing the independent curriculum (Fitriyah & Wardani, 2022). Readiness is a condition of someone who can take action quickly

and precisely (Luckin et al., 2022). There are several indicators of learning readiness including physical condition, mental condition. Emotional states, needs, and knowledge (Luckin et al., 2022).

The readiness of teachers in implementing the independent curriculum is not just about knowledge. However, regarding side understanding, how to implement the curriculum, the compatibility of the curriculum philosophy with the educator's paradigm, and learning principles (Kemendikbudristek, 2022). The implementation of the independent curriculum which is a new policy requires proper readiness for both the teacher and the school starting from understanding the structure of the curriculum, assessment, learning outcomes, learning objectives, implementing Pancasila student projects and so on (Rahmadayanti & Hartoyo, 2022).

This shows that the curriculum and teachers have a very close relationship. According to previous research, the level of readiness of teachers in implementing the independent curriculum is still lacking, so school

principals hope that there will be an equalization of perceptions about the independent curriculum (Septiana & Hanafi, 2022). Based on the explanation above, this research was conducted to get an overview of teacher readiness in implementing the independent curriculum in elementary schools. This study aims to determine the readiness of teachers in implementing the independent curriculum in elementary schools.

METHOD

The type of research used is qualitative research. This type of research focuses on meaningful understanding, explaining a problem or concept through several methods in research (Rahayu & Sutama, 2016). The type of qualitative research that I use is descriptive qualitative research. The object of this research is teacher readiness in implementing the independent curriculum at Muhammadiyah 1 Ketelan Elementary School, Surakarta. Meanwhile, the subjects of this study were school principals and teachers as actors in implementing the independent curriculum.

Data collection techniques in this study include interviews, observation, and documentation. Interviews were conducted with school principals and teachers who had implemented the independent curriculum or those who had not implemented the independent curriculum. Observations were made to class teachers who had implemented the independent curriculum, namely class teachers to find out their readiness. Documentation is carried out by searching for data in the form of written data or other records. Researchers collected documentation through classroom teachers who had implemented an independent curriculum in the form of teaching tools used in the teaching and learning process and so on that were in accordance with research studies.

Test the validity of the data in this study is triangulation. In this study using method triangulation and theory triangulation. Method triangulation is carried out by obtaining information from several informants. This is used to obtain complete information or picture. Meanwhile, the theoretical triangulation in this study compares the findings with relevant previous

research as a reinforcement and deepens the findings.

The data analysis technique used in this study includes *data reduction* (data reduction) means detailing, choosing a subject matter, focusing on a problem, *data display* (data presentation) presentation of data in the form of brief descriptions, charts, or the like. What is often used for the presentation of qualitative data is narrative text, and *Conclusion Drawing/Verification* (Drawing Conclusions) The last is drawing conclusions (Putri et al., 2022).

RESULT & DISCUSSION

Results

SD Muhammadiyah Ketelan Surakarta has started implementing the independent curriculum since the 2021/2022 school year which is only applied to grades one and four. Then in the 2022/2023 school year the independent curriculum has been implemented in grades one, two, four and five. In addition to implementing the independent curriculum at SD Muhammadiyah 1 Ketelan Surakarta in the 2023 school year, the 2013 curriculum is still being implemented at the third and sixth grade levels. The readiness of teachers at SD

Muhammadiyah 1 Ketelan Surakarta in implementing the independent curriculum can be seen from the results and interview data. In equalizing the ability of teachers in understanding the independent curriculum, teachers at SD Muhammadiyah 1 Ketelan Surakarta must try to fully understand the independent curriculum by participating in various activities outside and within the school environment. The efforts made by teachers to understand the independent curriculum are as follows:

Table 1 The teacher's efforts to understand the Independent Curriculum

No	The efforts of teachers in understanding the independent curriculum	Execution time
1.	Teachers attend various seminars or workshops on the independent curriculum both held by the school and from outside the school.	Twice per semester and conducted at the beginning and at the end of the semester
2.	The teacher conducts discussions between colleagues. SD Muhammadiyah 1 Ketelan Surakarta has a community learning community	Held at least once a week. There are also activities for all teachers together with the school principal and supervision is carried out once a month

3.	Teachers hold discussions and collaborate with other schools that have implemented the independent curriculum	This activity is usually done during KKG activities
4.	Learn from the internet and independent teaching platforms	Flexible time according to their spare time

In addition to teacher readiness efforts, of course school efforts also influence the success of implementing the independent curriculum at Muhammadiyah 1 Ketelan Elementary School, Surakarta. School readiness in implementing the independent curriculum begins with analyzing school needs, reflecting, preparing KOSP, and outreach. In addition, the school has prepared the following:

- a. Ensuring schools support flexible and essential learning
- b. Reflect
- c. Carry out follow-up results of reflection
- d. Monitor the achievement of RTL
- e. Increase teacher capacity
- f. Facilitate school safety climate improvement programs
- g. Character building program
- h. Learning community engagement

Schools also provide assistance and develop professionalism on the principles of reflection and self-development for teachers, and use clear and measurable research tools. The mentoring and development process includes:

- a. Regular school supervision program conducted at least once a month by the school principal
- b. Elementary school teacher working group activities carried out in accordance with regular KKG activities, for example weekly activities for assistance in the preparation or revision of learning objectives, teaching modules, and sharing of good practices. This activity is accompanied by a competent school principal or teacher
- c. Implementation *in-house training* (IHT) or *focus group discussion* (FGD), conducted at least once every six months or as needed by inviting a variety of competent sources from various tertiary institutions that have collaborated, related agencies and educational practitioners.

Based on the data obtained in research regarding teacher readiness in

implementing the independent curriculum based on these indicators it has been determined:

Table 2 Indicators of teacher readiness in implementing the Independent Curriculum

No	Indicator	Explanation
1.	Understanding of curriculum structure	a) Primary school is divided into three phases b) Intracurricular learning c) Pancasila project
2.	Readiness of lesson plan	a) Analyzing learning outcomes (CP) b) Map out the Lesson Objectives c) Describe the flow of learning objectives d) Planning learning and assessment
3.	Readiness of the learning process	a) Teaching module b) Instructional Media c) Learning methods d) Learning evaluation
4.	Readiness of teaching modules	a) General information b) Core components c) Appendix
5.	Facilities and infrastructure	a) Classrooms are air-conditioned and LCD b) THE DOOR c) Lab multimedia d) Lab MIPA e) Radio solo study f) Cultural arts lab g) Islamic Prayer Room h) Library i) Healthy canteen j) <i>Green school</i> k) Sports field
6.	Assessment of learning	a) Diagnostic assessment

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- b) Formative assessment
 - c) Summative assessment
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Discussion

The efforts made by teachers to understand the independent curriculum are as follows:

The first indicator is that the teacher understands the structure of the independent curriculum sufficiently. The structure of the independent curriculum includes, elementary school is divided into three phases, the proportion of the load is divided into intracurricular learning and projects to strengthen the profile of Pancasila students (Kemendikbudristek, 2022). Phase is a term used to differentiate classes because even though students in one class may use different phases when studying. Elementary school is divided into three phases, Phase A for grades one and two, Phase B for grades three and four, and Phase C for grades five and six. These phases must later be aligned according to the development and educational level of students.

The independent curriculum divides learning activities into two, intra-curricular activities, namely learning activities based on scheduled

learning content, and co-curricular activities, namely projects to strengthen Pancasila student profiles that focus on strengthening the character of students according to their development. This activity is believed to be appropriate in order to create students with good character and competence (Miller, 2018).

The second indicator of lesson plan readiness, Learning planning is a series of activities that are used as guidelines in learning activities to achieve a certain competency (Suryapermana, 2017). The teacher develops differentiated learning starting from analyzing the learning outcomes in each phase, then the results of the mapping are translated into a flow of learning objectives to create a matrix containing learning objectives, teaching materials, learning activities, assessments, and learning resources. The flow of learning objectives and teaching modules is arranged in a simple, actual, and easy to understand way to achieve learning outcomes through plans that have been made to ensure that the entire learning process can be effective and efficient.

The third indicator, in this indicator the teachers are quite ready even though

they still have to adapt to the independent curriculum learning process. The learning process, the learning process is an interaction carried out by the teacher with students who take place in learning activities to achieve a goal (Tanuwijaya & Tambunan, 2021). When the learning process in it must contain several components between teachers, students, learning materials, learning methods, learning media, and learning evaluation (Ilyas & Syahid, 2005). As implemented in this school the teaching material is contained in the teaching module. Apart from containing teaching module material, it is also used as a reference or guide in the teaching and learning process. In previous studies, classroom management is also important and can improve the learning process (Hidayat et al., 2018). Classroom management is a capability possessed by someone in managing learning activities (Wirnawati et al., 2023).

The fourth indicator, teachers are still not ready to make teaching modules. They feel they are still experiencing problems in making teaching modules and are still adapting. In the teaching modules that were

observed the teacher had not written about initial competencies. While the teaching module has three components:

- a. General information
Module author identity, initial competency, Pancasila student profile, facilities and infrastructure, target students, and the learning model used
- b. Core components
Learning objectives, assessments, meaningful understanding, interesting questions, learning activities, and student and educator reflection
- c. Appendix
Student worksheets, enrichment and remedial, reading materials for educators and students, glossary and bibliography (Nurlizawati et al., 2023).

The teaching module will describe how to meet students' learning needs. Teaching modules are the development of learning implementation plans (RPP) which are equipped with more detailed guidelines, including student activity sheets and assessments to measure the achievement of learning objectives (Kemendikbudristek, 2022). Most teachers use teaching modules from the

center which are then modified according to the needs and interests of students at school. In order to increase teachers' understanding of making teaching modules, teachers are still participating in training and workshops.

In previous research, researchers also had difficulties in making teaching modules, especially in the section on translating Competency Achievements into learning objectives (Nurchayono & Putra, 2022; Rusmiati, *at al*, 2020). In line with this explanation, there is research which states that teachers still experience difficulties in preparing teaching modules related to the alignment between learning materials, media, and facilities in schools (Putri *et al.*, 2022).

The fifth indicator, on this indicator school facilities and infrastructure are very well prepared. Facilities and infrastructure are facilities that can indirectly help the course of learning activities (Rahayu & Utama, 2016). The facilities and infrastructure at SD Muhammadiyah Ketelan Surakarta are quite complete. Starting from spacious classrooms equipped with wifi, LCD and air-conditioned, solo study radio,

multimedia labs, science and botany labs, cultural arts labs equipped with music and gamelan instruments, green schools, prayer rooms, libraries, UKS, healthy canteens, shops, shuttle cars, and sports fields. The availability of facilities and infrastructure in learning is a factor that can optimize the learning process (Rohmawati, 2015).

Finally, the teacher's learning assessment indicator still feels a little difficult and is still adjusting to learning assessment in the independent curriculum. One of the sources also stated that teacher administration in the independent curriculum was quite burdensome. Assessment indicators Assessment of student learning outcomes at the elementary school level is based on assessment principles. Assessment is a term used to obtain information about students' learning processes and outcomes in order to determine competency achievement (Djulia *et al.*, 2021; Adri, 2019).

Educators are advised to carry out the following assessments, formative assessments and summative assessments. The formative assessment itself is subdivided into an assessment at the beginning of the learning process

and an assessment during the learning process (Nurlizawati et al., 2023). The assessments carried out by this school include diagnostic assessments, formative assessments, and summative assessments. In previous research it was also explained that teachers also had difficulties in the assessment process, especially formative assessments and also regarding patterns of preliminary assessment that were not appropriate (Nurchayono & Putra, 2022). In other studies it was also explained that teachers had difficulties in making assessment tools and did not understand the assessment reporting section (Purani & Putra2, 2022).

CONCLUSION

Based on the research results from the data analysis that has been carried out, it can be concluded that the readiness of teachers in implementing the independent curriculum seen from the research results according to the six indicators shows that overall the teacher is ready to implement the independent curriculum in schools. However, teachers still do not understand about making teaching modules and assessments. Teachers need training and adaptation time for making

teaching and assessment modules. The readiness of teachers in implementing the independent curriculum is also supported by many factors, especially from the environment and schools. In addition, the concept of an independent curriculum must also be understood by all parties in educational institutions, so that the implementation of an independent curriculum can run optimally, effectively and efficiently and can achieve Indonesia's educational goals.

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