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Analysis of Junior High School Teacher Readiness in Implementing the Independent Curriculum

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Keywords

Readiness, Teachers,
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Abstract

In the 2022/2023 academic year, the independent curriculum will be implemented simultaneously, including in Mojokerto Regency. This study aims to analyze the readiness of teachers in implementing the independent curriculum in Mojokerto, especially at the junior high school level. This type of research, descriptive research with survey method. The survey reveals teacher readiness in terms of knowledge and attitude. Knowledge related to knowledge of independent curriculum policies, independent curriculum structure, learning and assessment as well as the Pancasila Student Profile Strengthening Project, while attitudes related to attitudes taken by teachers in preparing the implementation of an independent curriculum. Respondents in this study were junior high school teachers in Mojokerto. The results obtained were teacher readiness in the aspect of knowledge with the 10 questions given to respondents obtained that all questions gave positive responses knowing and very knowing more than 50%, and there were 2 questions which answered 100% knowing and very knowing related to Pancasila Student Profile Strengthening Project, Learning Achievements, Learning Objectives, and Learning Objective Flow. And teacher readiness from the Attitude Aspect with 12 questions given to respondents obtained 11 questions giving positive and very positive responses with a percentage of more than 50%, and there is one question, namely how often to compose learning assessments in an independent curriculum less than 50%, namely 43%. From these results, more than 50% of teachers were ready to implement the independent curriculum in terms of knowledge and attitudes.

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Introduction

In the 2022/2023 academic year, the independent curriculum will be implemented simultaneously. To support the implementation of the Independent Curriculum, support is provided by the Ministry of Education and Culture in the form of learning to implement the Independent Curriculum independently and support for data collection on the implementation of the Independent Curriculum on an independent route. Based on the data collection carried out, prospective schools that are interested will be found. This educational unit will receive learning assistance for implementing the Independent Pathway Curriculum.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving certain learning achievement targets, so it is not tied to subject content (Kemendikbud, 2022). With the Curriculum Structure established by the Government, it becomes a reference for educational units to develop the curriculum towards achieving the Pancasila student profile, of course by adding the uniqueness of the educational unit in accordance with the vision, mission and goals of the educational unit. The curriculum structure consists of intracurricular activities and the Project for Strengthening the Pancasila Student Profile (BSKAP, 2022).

After data collection is carried out, the Ministry of Education and Culture will provide a questionnaire on readiness for the Implementation of the Independent Curriculum to interested educational units. The contents of the questionnaire are neither right nor wrong. This readiness questionnaire was conducted to find out which implementation options are suitable for the readiness and conditions of the educational unit. There are three options for implementing the Independent Path Independent Curriculum that can be applied, namely Independent Learning, Independent Change, and Independent Sharing (DitSMP, 2022).

This independent curriculum implementation policy certainly involves educational institutions. Educational institutions are required, not only to serve education, but also to facilitate the development of creativity and innovation of the nation's children. Independent learning cannot take place without support from all parties. Building the concept of independent learning requires the role of teachers to encourage students' enthusiasm for learning. In the independent curriculum there are driving teachers, these driving teachers are teachers who are dedicated to helping students learn as well as possible (Sudarma, 2021). Apart from that, according to Hazmi, teachers play an important role in education, success in every educational endeavor is determined by the teacher (Hazmi, 2019).

In implementing an independent curriculum in schools, teacher readiness is required to implement it. Readiness is a person's condition to provide responses and carry out an activity as a whole, including abilities, skills and mental attitudes in carrying out certain activities

(Sakan, 2019). And according to (Dewi & Priendarningtyas, 2021), teacher readiness is an important part in realizing success in implementing learning. The condition of a teacher being ready is characterized by providing responses and answers through a learning approach that is part of the implementation of his professional position (Rosidah et al., 2021). The success of implementing the independent curriculum depends on the readiness of teachers and education staff in schools. Moreover, during this time curriculum changes continue to occur, while in classrooms teachers still use conventional methods in their teaching methods. So the readiness of teachers and school principals is very important in the independent curriculum (Napitupulu, 2022).

In the district and city of Mojokerto itself, in 2022, the independent curriculum will be implemented at all levels, including PAUD, SD, SMP and SMA, and they will also be involved in the drive school program in class 3, which is a pioneer in implementing the independent curriculum. So researchers are interested in conducting a survey regarding teacher readiness in implementing the independent curriculum, especially at the junior high school level.

Method

Research design

Survey research methods are used to obtain and collect data or information as needed. In addition, in survey research information is collected from respondents using questionnaires. Generally, the definition of a survey is limited to the definition of a sample survey where information is collected from a portion of the population (sample) to represent the entire population. There are three main characteristics of the Survey method: 1) information data is collected from large groups of people with the aim of describing various aspects and characteristics such as: knowledge, attitudes, beliefs, abilities of the population, 2) information data is obtained from asking questions (written and can also be oral) from the population, 3) information data obtained from samples not from the population. This proposal will only discuss the knowledge and attitude aspects in accordance with research needs.

Research sample

The location of this research is located at SMPN 2 Kemlagi and SMPN 2 Puri, Mojokerto Regency. The selection of research locations was based on real conditions, namely that the two schools in class VII had followed curriculum changes, namely by implementing an independent curriculum.

Research procedure

The stages in this survey research are as follows. (1) Formulate the research problem and determine the survey objectives; (2) Determine concepts and hypotheses and explore the literature; (3) Population and sample collection; (4) Making questionnaires and instruments; (5) Data processing; (6) Analysis and reporting.

Data analysis

Data analysis techniques are data processing techniques that aim to obtain appropriate conclusions. In this survey research, researchers used quantitative data analysis techniques with a descriptive approach. The quantitative approach is a research approach that primarily uses a post-positivism paradigm in developing science (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions, using measurement and observation, and testing theories), using research strategies such as experiments and surveys which requires statistical data. The scoring and guidelines for reflecting on the results of the questionnaire are divided into three categories, namely very good, good and fair on a Likert scale.

Results and Discussion

Results

Based on the results of the questionnaire that was given to respondents, the following were obtained:

(1) Regarding information on teacher readiness from the knowledge aspect regarding the Implementation of the Independent Curriculum in the first question, namely (a) regarding the Independent Curriculum policy regulations, it was found that 0% of teachers did not know, 36% of teachers knew quite a bit, 50% knew and 14% were very knowledgeable. know. This shows that respondents are aware of the independent curriculum policy. (b) regarding the concept of the Independent Curriculum, it was found that 0% of teachers did not know, 29% of teachers knew quite a bit, 64% knew and 7% knew very well. This shows that respondents already know the concept of an independent curriculum. (c) regarding the components in the Independent Curriculum, it was found that 0% of teachers did not know, 29% of teachers knew quite a bit, 57% knew and 14% knew very well. This shows that respondents already know the components of the independent curriculum. (d) regarding the stages in implementing the Independent Curriculum, it was found that 0% of teachers did not know, 29% of teachers knew quite a bit, 50% knew and 21% knew very well. This shows that respondents already know the stages of the independent curriculum. (e) regarding the Teaching Module in the Independent Curriculum, it was found that 0% of teachers did not know, 21% of teachers knew quite a bit,

50% knew and 29% knew very well. This shows that respondents already know the teaching modules in the independent curriculum. (f) regarding the components in the Teaching Module in the Independent Curriculum, from 14 responses, 0 respondents were obtained, 0% of teachers did not know, 28% of teachers knew quite a bit, 44% knew and 28% knew very well. This shows that the respondent already knows the components in the teaching module. (g) regarding the dimensions of the Pancasila student profile, it was found that 0% of teachers did not know, 14% of teachers knew quite a bit, 43% knew and 43% knew very well. This shows that the respondents already know the dimensions of the Pancasila student profile. (h) regarding the Project for Strengthening the Pancasila Student Profile, it was found that 0% of teachers did not know, 0% of teachers knew quite a bit, 64% knew and 36% knew very well. This shows that respondents are aware of the project to strengthen the profile of Pancasila students. (i) regarding Learning Achievement, Learning Objectives, and Learning Objective Flow, it was found that 0% of teachers did not know, 0% of teachers knew quite a bit, 57% knew and 43% knew very well.

This shows that respondents already know the Learning Outcomes, Learning Objectives, and Learning Objective Flow. (j) regarding Differentiated and Student-Centered Learning, it was found that 0% of teachers did not know, 14% of teachers knew quite a bit, 57% knew and 29% knew very well. This shows that respondents are aware of differentiated and student-centered learning. (k) regarding learning assessment in the independent curriculum, it was found that 0% of teachers did not know, 29% of teachers knew quite a bit, 57% knew and 14% knew very well. This shows that respondents are familiar with learning assessments in the independent curriculum.

(2) Regarding information on Teacher Readiness from the Attitude Aspect in Implementing the Independent Curriculum in the first question, namely (a) regarding how important this change in the curriculum (Independent Curriculum) is, it was found that 0% of teachers were not important, 22% of teachers were quite important, 64% important and 14% very important. This shows that it is important to change the curriculum (independent curriculum) for respondents. (b) regarding interest in implementing the independent curriculum, it was found that 0% of teachers were not interested, 7% of teachers were quite interested, 75% were interested and 21% were very interested. This shows that respondents are interested in implementing the independent curriculum. (c) regarding interest in implementing the independent curriculum, it was found that 0% of teachers were not able, 7% of teachers were quite capable, 79% were able and 14% were very capable. This shows that respondents are capable of implementing the independent curriculum.

(d) Regarding how often they participate in socialization activities, technical guidance or strengthening regarding the implementation of the independent curriculum, it was found that 7% of teachers did not often, 36% of teachers quite often, 36% often and 21% very often. This shows that 57% of respondents often and very often, meaning that more than half of respondents often participate in socialization activities, technical guidance or strengthening regarding the Implementation of the Independent Curriculum. (e) regarding how often they

participate in socialization activities, technical guidance or strengthening regarding the implementation of the independent curriculum, it was found that 0% of teachers had not tried, 50% of teachers had tried, 36% often tried and 14% tried very often. This shows that 50% of respondents often try and try very often, meaning that half of the respondents make efforts to try to compile teaching modules. (f) regarding how important the project to strengthen the Pancasila student profile, it was found that 0% of teachers said it was not important, 50% of teachers said it was quite important, 36% was important and 14% was very important.

This shows that 48% of respondents are important and very important, meaning that less than half of the respondents conveyed the importance of the project to strengthen the profile of Pancasila students. (g) regarding responses in trying to compile the P5 module, it was found that 0% of teachers had not tried, 36% of teachers had tried, 43% often tried and 21% tried very often. This shows that 64% of respondents are important and very important, meaning that more than half of respondents often try to compile the P5 module. (h) regarding how important it is regarding Learning Achievements, Learning Objectives, and Learning Objective Flow, it was found that 0% of teachers were not important, 7% of teachers were quite important, 50% were important and 21% were very important. This shows that 71% of respondents are important and very important, meaning that more than half of the respondents conveyed the importance of Learning Achievements, Learning Objectives, and Learning Objective Flow.

(i) regarding responses in trying to prepare Learning Objectives and Learning Objective Flow, it was obtained that 0% of teachers had not tried, 36% of teachers had tried, 50% often tried and 21% tried very often. This shows that 71% of respondents often and very often try, meaning that more than half of the respondents said they often try to prepare Learning Objectives and Learning Objective Flow. (j) regarding how important differentiated and student-centered learning is, it was found that 0% of teachers said it was not important, 7% was quite important, 50% was important and 43% was very important. This shows that 93% of respondents are important and very important, meaning that almost 100% of respondents conveyed the importance of differentiated and student-centered learning. (k) regarding responses in trying to organize Differentiated and Student-Centered Learning, it was found that 0% of teachers said they had not tried, 43% had tried, 43% often tried and 14% tried very often. This shows that 54% of respondents often and very often try, meaning that more than half of the respondents said they had tried to organize differentiated and student-centred learning.

(l) regarding how important learning assessment is in the Independent Curriculum, it was found that 0% of teachers said it was not important, 14% was quite important, 72% was important and 14% was very important. This shows that 86% of respondents are important and very important, meaning that more than half of the respondents conveyed the importance of learning assessment in the Independent Curriculum. (m) regarding responses in preparing learning assessments in the Independent Curriculum, it was found that 0% of teachers said they had not tried, 57% had tried, 29% often tried and 14% tried very often. This shows that 43% of respondents often and very often try, meaning less than 50% of respondents said they often prepare learning assessments in the Independent Curriculum.

Discussion

Based on the data presented above, it was obtained that the teacher's readiness in the knowledge aspect regarding the Implementation of the Independent Curriculum with 10 questions given to respondents obtained that all questions gave a positive response of knowing and very knowing more than 50%, and there were 2 questions that 100% answered knowing and very know about Pancasila Student Profile Strengthening Project, Learning Achievements, Learning Objectives, and Learning Objective Flow. And the teacher's readiness from the Attitude Aspect in Implementing the Independent Curriculum with 12 questions given to respondents, 11 questions gave positive and very positive responses with a percentage of more than 50%, and there was one question, namely how often did they prepare learning assessments in the independent curriculum less than 50%, namely 43%, this is possible because the independent curriculum in Mojokerto only implemented this curriculum in the 2022/2023 academic year, the Head of Basic Education of the Mojokerto Regency Education Service Mujiati said, in Mojokerto Regency there are 1,276 institutions starting from Kindergarten, Public and private elementary and middle schools are required to use the Independent Curriculum.

There are 488 institutions that are ready to use the independent curriculum, and as many as 788 institutions have not been able to implement it ([Radar Mojokerto, 2022](#)) and have only entered the 3rd generation of driving schools which can be seen in the decision of the Director General of Early Childhood Education, Basic Education and Secondary Education number 7883/C /HK/03.01/2022 concerning the determination of educational units for the third generation driving school program ([Directorate General of PAUD Dikdasmen, 2022](#)).

From these results, more than 50% of teachers are ready to implement the independent curriculum in terms of knowledge and attitude. This is because several schools and the Mojokerto Regency Education Department have made preparations for implementing the independent curriculum, as stated by the Head of Basic Education at the Mojokerto Regency Education Office and one of the school principals. in Mojokerto Regency on the Mojokerto radar who said they had prepared several facilities to support the implementation of the independent curriculum for students. Such as, providing computers and internet and other supporting needs. Apart from that, study the guides and videos that have been provided by the center and provide guidance in the form of technical guidance and training ([Radar Mojokerto, 2022](#)). However, it was stated that socialization, training and assistance were still needed in implementing the independent curriculum.

In previous research conducted by ([Laulita et al, 2022](#)) entitled Analysis of Teacher Readiness in Implementing Diagnostic Assessments in the Merdeka Curriculum, it resulted that elementary school teachers in Tajung District were still hesitant to implement the Merdeka Curriculum, so they still needed socialization and training on the implementation of the Merdeka Curriculum so that teachers were adequate. ready to implement the Independent Curriculum in the next academic year.

Conclusion

The results obtained were teacher readiness in the knowledge aspect regarding the Implementation of the Independent Curriculum with 10 questions given to respondents. It was found that all questions gave a positive response of knowing and very knowing more than 50%, and there were 2 questions that 100% answered knowing and very knowing related Pancasila Student Profile Strengthening Project, Learning Achievements, Learning Objectives, and Learning Objective Flow. And the teacher's readiness from the Attitude Aspect in Implementing the Independent Curriculum with 12 questions given to respondents, 11 questions gave positive and very positive responses with a percentage of more than 50%, and there was one question, namely how often did they prepare learning assessments in the independent curriculum less than 50%, namely 43%. From these results, more than 50% of teachers are ready to implement the independent curriculum in terms of knowledge and attitudes.

Authorship Contribution Statement

Rahayuningsih: Generating ideas and conceptualization, developing research designs, analyzing data, presenting data, and managing the entire research process. Windiatmoko: Developing research instruments, collecting data, and supervising research. Rijanto: Writing literature reviews, compiling results, and final editing.

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