

**THE READINESS OF ENGLISH TEACHERS IN
IMPLEMENTING THE MERDEKA CURRICULUM AT SDUA
TAMAN HARAPAN REJANG LEBONG**

THESIS

This thesis is submitted to fulfill the requirement for “Sarjana”
Degree In English Education



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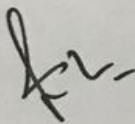
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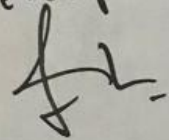
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PREFACE

All praises to Allah SWT that the writer had finally finished writing the thesis entitled “**The Readiness of English Teachers in Implementing The Merdeka Curriculum at SDUA Taman Harapan Rejang Lebong**”. This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, June 2024

Writer



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MOTTO AND DEDICATION

“MOTTO”

“Cukuplah Allah menjadi penolong kami dan Allah adalah sebaik-baik pelindung” Q.S Ali Imran: 173

“Success is not about being the best, but being better than you were yesterday.”
(Kesuksesan bukan tentang menjadi yang terbaik, melainkan menjadi lebih baik dari dirimu kemarin)

“Strive for progress, not perfection.”
(Berusahalah untuk kemajuan, bukan kesempurnaan.)

_Writer

“DEDICATION”

Allah is only reason why I can finish this thesis, without His blessing I will not finish this thesis. Immeasurable syukur for letting me finish this thesis as my hope. There is no miracle except by Allah SWT. In the name of Allah and Prophet Muhammad SAW, I would like to dedicate this thesis for :

1. My dearest family who always gives support and always be there, in the bittersweet of this life. Especially for my Grandpa & Grandma, My Daddy, Bunda, Aak & Elang my brothers, Abang, Aunties & Uncles, my cousins Caca & Aura, and last is to my beloved one Mama (almh).
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However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, writer would like to express all of appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I as the Rector of IAIN Curup.
2. Dr. Sutarto, S.Ag., M.Pd., as the Dean of Faculty Tarbiyah
3. Mrs. Jumatul Hidayah, M.Pd., as the head of English Tadris Study Program of IAIN Curup and also as my advisor in writing this thesis, a great advisor who guides me untill this points. I can not express how much I am thankful for all you gave to me.
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7. My heartfelt thanks for my parents who have been pleased to give everything during the study and compile this thesis at IAIN Curup.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup, June 2024

Writer

Cherilla Selma Azzahra
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ABSTRACT

Cherilla Selma Azzahra : **The Readiness of English Teachers in Implementing The Merdeka Curriculum at SDUA Taman Harapan Rejang Lebong**
Advisor : **Jumatul Hidayah, M.Pd**
Co-Advisor : **Hadi Suhermanto, M.Pd**

The primary objective of this study was to examine the Readiness of English Teachers in Implementing The Merdeka Curriculum at SDUA Taman harapan Rejang Lebong. In this study, a qualitative design was employed. The samples of this research were two English teachers grades I and IV at SDUA Taman harapan Rejang Lebong. The researcher collected the data by using interview. Based on the research findings, the readiness of grade 1 and 4 teachers at SDUA Taman Harapan Rejang Lebong to implement the Merdeka curriculum can be assessed based on four readiness indicators: cognitive readiness, physical readiness, psychological readiness, and financial readiness. The results show that SDUA Taman Harapan Rejang Lebong is ready to implement Merdeka curriculum, especially for English teaching.

Keywords : Readiness, Merdeka Curriculum, Teachers, Implementation

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CHAPTER I

INTRODUCTION

A. Background of the research

The reform of the education system in Indonesia is an ongoing process aimed at improving quality and addressing persistent issues, as education continuously evolves to keep pace with cultural, societal, knowledge, and technological advancements. Policies aimed at enhancing the quality of education are dynamic because the improvement in education quality does not end at a specific milestone but continuously evolves in line with social, political, economic, industrial, scientific, and technological developments.¹

Education in Indonesia is governed by a set of designs and regulations known as the curriculum². The curriculum plays a crucial role in education as it provides guidelines on how to conduct the teaching and learning process. The curriculum is defined as a series of subjects and training programs that include study plans for students in formal education settings.³ Based on Article 1, Paragraph 19 of Law No. 20 of 2003, the curriculum determines the plans and regulations regarding objectives,

¹ Indriyanto, B. (2012). Pengembangan Kurikulum sebagai Intervensi Kebijakan Peningkatan Mutu Pendidikan. *Jurnal Pendidikan Dan Kebudayaan*, 18(4), 440–453. <https://doi.org/10.24832/jpnk.v18i4.100>

² Oemar Hamalik. (2006). *Manajemen Pengembangan Kurikulum* (I. Taufik (Ed.); 1sted.). Sekolah Pasca Sarjana Universitas Pendidikan Indonesia.

³ Wijiatun, L. and R. E. I. (2022). *Merdeka Belajar (Tantangan dan Implementasinya dalam Sistem Pendidikan Nasional)* (M. Kika (Ed.); 1sted.). ANDI. 978-623-01-2792-2

content, and learning materials, as well as the methods used as a guide for implementing learning activities to achieve educational goals. From the above description, it can be concluded that the curriculum is a set of plans and regulations used as a guide in the operational teaching and learning process to achieve educational objectives.

The curriculum, as a guide for implementing learning, must continuously develop or remain dynamic to meet the demands of the times. The dynamism of the curriculum is an inherent characteristic because the actors in education, namely society, are also dynamic and change according to the demands and changes of the times.⁴ The development of knowledge and technology drives changes, requiring education to prepare students to master multidimensional competencies.⁵ Multidimensional competencies refer to the different skills students must possess, including cognitive, affective, and psychomotor skills.⁶

The dynamic nature of the curriculum necessitates continuous changes to keep pace with the times and societal needs.⁷ A country will not use a single curriculum for a lifetime, even if it is perfectly designed,

⁴Wahyuni, F. (2015). Kurikulum dari Masa Ke Masa. *Al-Adabiya*, 10(2), 231–242. <https://doi.org/10.1023/A:1013199923212>

⁵Hamalik . Op.Cit

⁶Muliadi, A., Sarjan, M., & Rokhmat, J. (2022). Pendidikan Ipa Multidimensional Pada Etnosains Bale Adat Sasak: Perspektif Filsafat. *Jurnal Ilmiah Mandala Education*, 8(4), 2799–2811. <https://doi.org/10.58258/jime.v8i4.3987>

⁷DeviErlistiana, NurNawangsih, FarchanAbdulAziz, SriYulianti, & FaridSetiawan. (2022). Penerapan Kurikulum dalam Menghadapi Perkembangan Zaman di Jawa Tengah. *Al-Fahim : Jurnal Manajemen Pendidikan Islam*, 4(1), 1–15. <https://doi.org/10.54396/alfahim.v4i1.235>

because the passage of time requires the curriculum to undergo continuous changes in line with the advancements of the era.⁸

The changing times demand that all aspects of life adapt, including education. The development of the times impacts various aspects of life. Education must prepare future generations with the necessary skills and competencies for the present and future.⁹ Education prepares individuals to recognize, understand, and develop systematic thinking to solve future life problems.¹⁰ Consequently, the rapid advancement of knowledge and technology requires Indonesia to continuously develop and adapt its curriculum to meet the demands and needs of the 4.0 industrial revolution era.¹¹

The advancement of science and technology in the 4.0 industrial revolution era in Indonesia directly affects curriculum development, indirectly demanding that Indonesian education teach students specific talents and skills considering these developments.¹² The 4.0 industrial revolution era requires students to have skills to face challenges in every

⁸Bahri, S. (2017). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*, 11(1), 15. <https://doi.org/10.22373/jiif.v11i1.61>

⁹Indy, R. (2019). Peran Pendidikan Dalam Proses Perubahan Sosial Di Desa Tumulung Kecamatan Kauditan Kabupaten Minahasa Utara. *HOLISTIK, Journal Of Social and Culture*, 12(4), 1–18. <https://ejournal.unsrat.ac.id/index.php/holistik/article/view/25466>

¹⁰Fitriah, D., & Mirianda, M. U. (2019). Kesiapan Guru Dalam Menghadapi Tantangan Pendidikan Berbasis Teknologi. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI*, 148–153.

¹¹ Santika, I. G. N., Suarni, N. K., & Lasmawan, I. W. (2022). Analisis Perubahan Kurikulum Ditinjau Dari Kurikulum Sebagai Suatu Ide. *Jurnal Education and Development*, 10 (3), 694–700. <https://journal.ipts.ac.id/index.php/ED/article/view/3690>

¹²Santika. Op. Cit.

changing era.¹³ The 21st century demands skills such as communication, critical thinking, collaboration, and creativity. With these demands, education must be based on three competencies: literacy, competence, and character.¹⁴

The demand for curriculum development has led to changes in the Indonesian education curriculum. These curriculum changes impact the stability of learning in schools, necessitating teachers' roles as educators to manage and play a crucial part in achieving educational goals.¹⁵ This is consistent with Assertion that the success of a curriculum depends on teachers' roles as planners, implementers, and developers of the curriculum in schools.¹⁶ Therefore, improving the quality of teachers is essential in curriculum development.¹⁷

Teachers' readiness determines the success of curriculum implementation, encompassing the teaching and learning process in the classroom.¹⁸ A survey conducted by the Gerakan Sekolah Menyenangkan (GSM) involving 550 GSM teachers and 114 non-GSM teachers revealed

¹³Santika, Op. Cit.

¹⁴Hadiansah, D. (2022). *Kurikulum Merdeka dan Paradigma Pembelajaran Baru* (R. Veronika (Ed.); 1sted.). YRMAWIDYA.

¹⁵Andriani, F., Samid, A., & Tellu, A. T. (2017). Kemampuan Guru Biologi Sma Negeri Se-Kota Palu dalam menyusun Rencana Pelaksanaan Pembelajaran (RPP) Berdasarkan Kurikulum 2013. *E-Jip Biol*, 5(1), 79–85.

¹⁶Mulyasa, E. (2015). *Guru dalam Implementasi Kurikulum 2013* (A. S. Wardan (Ed.); 2nd ed.). PTREMAJAROSDAKARYA

¹⁷Sila, I. M. (2014). Rasionalisasi pengembangan kurikulum dan penyempurnaan polapikir pembelajaran. *Widya Accarya*, 2085, 1–15. <http://ejournal.undwi.ac.id/index.php/widyaaccarya/article/view/18>

¹⁸Wahyudi, R., Santosa, S., & Sumaryanti, S. (2013). Pengaruh Kesiapan Guru Mengajar dan Lingkungan Belajar Terhadap Efektivitas Pembelajaran di SMKKristen 1 Surakarta. *Jurnal Pendidikan Ekonomi*, 2(2), 37–

48. <https://jurnal.fkip.uns.ac.id/index.php/ekonomi/article/download/2913/1995>

that 76% claimed to be ready while 24% were not. However, of the 76% who claimed readiness, much of it was merely a compliance obligation mandated by the Ministry of Education, Culture, Research, and Technology.¹⁹ The low readiness of teachers in implementing a new curriculum poses a problem that requires solutions to achieve the curriculum development's success.

The Government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), issued a policy to convert the 2013 curriculum into the Merdeka curriculum, aiming to address issues and meet the demands of the 4.0 industrial revolution era.²⁰ The Merdeka curriculum aspires to create quality education characterized by high community involvement across all educational levels, high-quality learning achievements, and equal education services throughout Indonesia. It focuses on strengthening national culture and character by increasing awareness of the importance of conserving noble values and positively embracing global culture.²¹

The independent learning policy, according to the Ministry of Education and Culture's Strategic Plan 2020-2024, aims to give schools the freedom to develop a curriculum that suits their conditions. Essentially, schools are given the freedom to conduct learning based on local culture,

¹⁹ArbidaNila.(2022).*Survei:GuruSiapImplementasikanKurikulumMerdeka,Sebatas Penuhi Kewajiban Title*.Medcom.<https://www.medcom.id/pendidikan/cerita-guru/wkBX3rgN-survei-guru-siap-implementasikan-kurikulum-merdeka-sebatas-penuhi-kewajiban>

²⁰Hadiansa. Op. Cit.

²¹Hadiansah. Ibid.

local wisdom, social and economic conditions, and efficient facilities to promote skills and the potential of teachers and students in innovation and improving education quality.

The implementation of the Merdeka curriculum is carried out in stages. The first stage of the Merdeka curriculum implementation began in 2022 for grades 1 and 4, followed by grades 2 and 5 in the following year, and then grades 3 and 6. The success of curriculum implementation depends on teachers' readiness, which can be seen through their competencies.²² The competencies required of teachers as designers, developers, implementers, and evaluators of the curriculum include pedagogical, personal, social, and professional skills.²³ Teachers' readiness to implement the 2013 curriculum is evaluated based on their ability to manage competencies, measured using the dimensions of willingness, ability, and motivation. Readiness is a competence that indicates a willingness to perform a task, comprising mental readiness, understanding, and skills originating from the teacher.²⁴ Readiness is the guarantee of the successful application of the curriculum in the classroom, which contains the learning design.²⁵ Therefore, for

²²Kongen, M.M., & Jaya, P.R.P. (2019). Analisis Kesiapan Guru dalam Mengimplementasikan Kurikulum 2013 di PAUD. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 6(2), 63–69. <https://doi.org/10.21107/pgpaustrunojoyo.v6i2.6149>

²³Mulyasa. Op. Cit.

²⁴Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik-Revisi Ke X*.

²⁵Wahyudi, R., Santosa, S., & Sumaryanti, S. (2013). Pengaruh Kesiapan Guru Mengajar dan Lingkungan Belajar Terhadap Efektivitas Pembelajaran di SMKKristen 1 Surakarta. *Jurnal Pendidikan Ekonomi*, 2(2), 37–48. <https://jurnal.fkip.uns.ac.id/index.php/ekonomi/article/download/2913/1995>

successful Merdeka curriculum implementation, teachers must adequately prepare themselves.²⁶

In this research, the researcher conducted research at SDUA Taman Harapan Rejang Lebong. SDUA Taman Harapan Rejang Lebong is one of the elementary schools in Rejang Lebong based on Islamic studies. In initial observations, researcher found that SDUA Taman Harapan Rejang Lebong has implemented the Merdeka curriculum since 2021-2022. Then, it was also revealed by the school that SDUA Taman Harapan Rejang Lebong is a pioneer school for the implementation of the Merdeka curriculum. Moreover, based on initial research conducted at SDUA Taman Harapan Rejang Lebong on January 10, 2023, the grade 1 and 4 teachers stated that to prepare for the Merdeka curriculum implementation, the school had taken several steps, including registering as a school implementing the Merdeka curriculum with the independent change option, organizing training by inviting national Merdeka curriculum instructors, requiring teachers to attend offline training and training on the Merdeka Mengajar platform, socializing with parents about curriculum changes, informing students about curriculum changes, and preparing facilities and infrastructure to support the Merdeka curriculum implementation.

²⁶Heryahya, A., Herawati, E. S. B., Susandi, A. D., & Zulaiha, F. (2022). ANALISIS KESIAPAN GURU SEKOLAH DASAR DALAM IMPLEMENTASI KURIKULUM MERDEKA. *JOEAI (Journal of Education and Instruction)*, 5. <https://doi.org/https://doi.org/10.31539/joeai.v5i2.4826>

These preparation efforts by SDUA Taman Harapan Rejang Lebong have made the school ready to implement the Merdeka curriculum, ensuring its smooth execution. Based on this, the researcher intends to conduct qualitative research using a case study approach titled “**The Readiness of English Teachers in Implementing the Merdeka Curriculum at SDUA Taman Harapan Rejang Lebong.**”

B. Research Questions

Based on the background outlined as the scope of the research, the problems are formulated as follows:

1. How is the readiness of English teachers in implementing the Merdeka curriculum at SDUA Rejang Lebong in cognitive, physical, psychological, and financial aspect?

C. Research Objectives

1. To examine the level of readiness of English teachers in implementing the Merdeka curriculum at SDUA Rejang Lebong in cognitive, physical, psychological, and financial aspect.

D. Research Benefits

The results of this research are intended to serve as a useful guide in theory and practice. The advantages or benefits of this research are as follows:

1. Theoretical Benefits

The findings of this research can serve as a reference for teacher readiness in implementing the Merdeka curriculum in primary schools.

2. Practical Benefits

- a. For Schools: This research can provide several ideas to help schools prepare teachers optimally for implementing the Merdeka curriculum.
- b. For Teachers: It offers feedback on teachers' readiness to enhance their professional abilities and competencies.
- c. For Researchers: It provides information to prospective teachers about the readiness required for teaching and implementing the Merdeka curriculum.

E. Definition of Key Terms

In relation to the discussion of issues in this research, the following key terms need clarification:

1. Teacher Readiness: A state or condition of teachers that includes mental preparedness, understanding, mastery, and ability when conducting learning activities.
2. Merdeka curriculum: A new curriculum where learning is structured to allow students to deepen their understanding and explore ideas at their own pace without being pressured by rigid learning targets.

F. Systematics of Writing

The systematics of writing includes the structured outline of the research, presented in Five chapters, where the writing is carried out systematically:

Chapter I: Introduction

This chapter describes the content and scope of the research. It provides a general overview of the writing, including the background of the research problem, problem formulation based on problem identification, research objectives, research benefits, originality of the research, definition of terms, and the systematics of writing.

Chapter II: Literature Review

This chapter covers theories relevant to the research. These theories help address issues related to the research topic, which is the readiness of teachers to implement the Merdeka curriculum in primary schools.

Chapter III: Research Methods

This chapter outlines the research plan. The research design includes the approach and type of research, the role of the researcher, research location, data and data sources, data collection procedures, data analysis, validity checks, and the stages of the research.

Chapter IV: Finding and Discussion

This chapter presents the data as findings from field research through observations, interviews, and document analysis, providing answers to the research questions. And, the discussion of the data and findings obtained through observations, interviews, and document analysis.

Chapter VI: Conclusion

The concluding chapter provides a summary of the research findings and recommendations from the researcher, including their insights on the readiness of teachers to implement the Merdeka curriculum.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Literature Review

1. The Merdeka Curriculum

a. Definition of Curriculum

The curriculum is an essential part of continuous education, encompassing plans and arrangements for objectives, core competencies, materials, and strategies that guide teaching and learning to achieve core skills and learning goals.²⁷ The curriculum is referred to as the heart of education because it contains crucial elements that direct the learning process to achieve its objectives. This aligns with Article 1 of Government Regulation No. 32 of 2013 concerning amendments to the Government Decision on National Education Standards of 2005, which states that the curriculum is a plan and regulation that includes a sequence of experiences and learning activities for students to achieve specific educational goals.²⁸

The curriculum has six main ideas²⁹: 1) the curriculum is a plan, 2) the curriculum is a set of rules with specific systematic and structured arrangements, 3) the curriculum is the content and subject matter of all subjects at all educational levels, 4) the curriculum includes teaching techniques and strategies, 5) the curriculum is a reference for

²⁷Mulyasa, E. (2007). *Kurikulum Tingkat Satuan Pendidikan*. Remaja Rosdakarya.

²⁸Pengimplementasian, D., & Budi, P. (2007). *Revisi I. Revisi I*, 1–14.

²⁹Oemar Hamalik. Op. Cit

implementing learning activities, and 6) the curriculum is a tool to achieve educational goals. These six points clarify the crucial position of the curriculum in education, as it determines the learning outcomes of students.

According to Law No. 20 of 2003 Article 1 paragraph 19, the curriculum is a collection of plans and regulations regarding objectives, content, subject matter, and methods of implementing learning to achieve educational goals.³⁰ From the various definitions of the curriculum described, it can be concluded that the curriculum is a collection of plans created to manage the learning process so that it can guide students to achieve educational objectives in school learning.

The curriculum continually evolves with the times, following ongoing developments. The curriculum will continuously undergo changes, and this is an unending cyclical process.³¹

b. Definition of the Merdeka Curriculum

The Merdeka curriculum is a learning design created to sharpen students' independence in thinking or learning, thus facilitating the development of students' potentials in talents and interests.³²

According to the Directorate of Primary Schools (Ministry of Education

³⁰Wijiatun. Op. Cit.

³¹Hamalik.Op. Cit.

³²Khoirurrijal,Fadriati,Sofia,Makruf,A.D.,Gandi,S.,Muin,A.,Tajeri,Fakhrudin,A.,Hamdani ,&Suprapno.(2022).*PENGEMBANGANKURIKULUM MERDEKA* (R. Aqli (Ed.); 1st ed.). CV. Literasi NusantaraAbadi.

and Culture and Research and Technology, n.d.), the Merdeka curriculum prioritizes diverse intracurricular learning, optimizing material delivery and allowing students sufficient time to grasp concepts and strengthen competencies.

The Merdeka curriculum is designed to enhance the quality of Indonesian education by adapting to the needs and characteristics of students, making learning easier without burdening students with learning activities.³³ Based on these definitions, the Merdeka curriculum is developed to improve the quality of education in Indonesia by emphasizing students' learning independence, making learning flexible to adapt to students' needs and interests.

The concept of independent learning from the new curriculum issued by the Ministry of Education and Culture emphasizes freedom and innovation.³⁴ Freedom here does not mean lack of rules and boundaries but involves fully engaging students in the learning process by building agreements to achieve educational goals through independent and enjoyable learning that aligns with collective agreements.³⁵

³³Prianti, D. (2022). Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan yang Berkualitas. *Jurnal Penjaminan Mutu*, 8, 238–244.

³⁴Ainia, D.K. (2020). “Merdeka Belajar dalam Pandangan KiHadjar Dewantara dan Relevansinya Bagi Pengembangan Pendidikan Karakter.” *Jurnal Filsafat Indonesia*, 3(3), 95–101.

³⁵Wijiatun.Op. Cit.

c. **Characteristics and Differences between the Merdeka curriculum and the 2013 Curriculum**

The policy of transitioning from the 2013 curriculum to the Merdeka curriculum certainly has distinguishing characteristics. The Merdeka curriculum has characteristics that support the resolution of fundamental issues in Indonesian education, as follows:³⁶

- 1) Development of non-technical skills and character based on the Pancasila student profile through project-based learning.
- 2) Delivery of material focusing on essential content, allowing ample time to deeply understand basic competencies such as literacy and numeracy.
- 3) Flexibility, providing freedom for teachers to innovate in teaching by prioritizing students' abilities and adapting to local contexts and content.

The characteristics of the Merdeka curriculum highlight prominent differences from the previous curriculum, especially the 2013 curriculum. The differences between the Merdeka curriculum and the 2013 curriculum,³⁷ particularly at the primary school level, are as follows:

³⁶Kemdikbud. (2022a). Buku Saku Kurikulum Merdeka; Tanya Jawab. *Kementerian Pendidikan Dan Kebudayaan*, 1–50.

³⁷ Hutabarat, A. K., Napitupulu, D. R., Manalu, E. W., Silalahi, E. K., Pane, F. D., Sinaga, F. L., Berutu, G. M., & Perangin-angin, L. M. (2023). *ANALISIS PERBEDAAN MANAJEMEN DALAM KURIKULUM 2013 (K13) DENGAN KURIKULUM MERDEKA DI SATUAN*. 6, 145–157.

- 1) In terms of implementation, the Merdeka curriculum is designed to prioritize character education and independent learning, while the 2013 curriculum focuses on mastering three competencies: cognitive, affective, and psychomotor skills.
- 2) Based on the basic framework, besides being based on National Education Standards and Education System Goals, the Merdeka curriculum is also based on the development of the Pancasila Student Profile, while the 2013 curriculum is only based on National Education Standards and Education System Goals.
- 3) Based on the referenced competencies, in the Merdeka curriculum, learning outcomes are structured based on phases A, B, and C, while in the 2013 curriculum, competencies consist of attitudes, spiritual, social attitudes, knowledge, and skills.
- 4) Based on the curriculum structure, in the Merdeka curriculum, determining class hours is done annually, and the allocation of flexible learning time is set by the educational unit to achieve the designated class hours, while in the 2013 curriculum, class hours are determined weekly, and the allocation of learning is managed by the educational unit weekly during the semester.

The Merdeka curriculum has distinct characteristics that differentiate it from the 2013 curriculum, namely: 1) integration of Natural Sciences (IPA) with Social Sciences (IPS) into Natural and

Social Sciences (IPAS), 2) project-based learning activities without reducing intracurricular activities, 3) the Fine Arts subject (SBdP) can only be chosen from four subjects: music, visual arts, theater arts, and dance, 4) English subject becomes a determining subject depending on the school's readiness.³⁸

d. Objectives and Foundations of Implementing the Merdeka curriculum

The policy of changing the curriculum initiated by Minister Nadiem Makariem is the Merdeka curriculum, which advocates the concept of independent learning. This concept was introduced by Nadiem to improve Indonesian education in response to the demands of the times and to enhance the education system post the COVID-19 pandemic.³⁹ The freedom from the concept of independent learning advocated by Nadiem means freedom for children to develop talents, access learning, and economic opportunities after completing school and entering the workforce.

The concept of independent learning is expected to prepare the young generation of Indonesia to face social and cultural revolutions, demands of the workforce, and rapid technological advancements.

³⁸Hutabarat. Op. Cit.

³⁹Hadiansah,D.Op. Cit

From the explanation, the objectives of implementing the Merdeka curriculum,⁴⁰ are as follows:

1. Addressing issues and improving the quality of education in Indonesia.
2. Providing students with opportunities to access freedom in learning to create enjoyable and non-burdensome learning experiences.
3. Guiding the development of children's abilities.
4. Providing freedom for educational units, educators, and students to innovate, learn independently, and be creative.

The main foundation of the new curriculum policy, the Merdeka curriculum, stems from the philosophy of "Independent Learning" outlined in Ministerial Regulation No. 22 of 2020. It emphasizes flexibility, competency-based education, focus on character and skills development, and accommodation of contemporary needs.⁴¹

Additionally, there are implementation foundations of the Merdeka curriculum referring to Ministerial Decree No. 56 of 2022 regarding guidelines for using the Merdeka curriculum for learning rehabilitation as a complement to the previous curriculum. The main content of this regulation focuses on curriculum development according to school conditions, regional potentials, and students, linking the

⁴⁰Wijiatun. Op. Cit.

⁴¹Hadiansah. Op. Cit.

curriculum to National Education Standards to achieve national education goals, and implementing the Merdeka curriculum in stages.

2. Definition and Role of Teachers

The term teacher or educator, it refers to someone who provides information to learners in formal educational environments such as schools, as well as informal educational environments such as mosques, homes, and other places. Article 1 of Law No. 14 of 2005 defines a teacher as a professional educator whose main duties are to educate, teach, guide, train, evaluate, and supervise learners.

A teacher is someone responsible for individuals or all learners in the classroom, as well as for formal and informal education.⁴² Based on this, it can be concluded that a teacher is a professional who takes responsibility for learners to educate, teach, guide, and evaluate in both formal and informal educational settings.

Just like learners, teachers must have academic qualifications and physical and mental health, as well as the ability to achieve national educational goals (Mulyasa, 2009). Based on Article 7 of Law No. 14 of 2005 regarding professionalism, the teaching profession is practiced with the principles of (1) talent, interest, calling, and idealism, (2) dedication to improving the quality of education, faith, piety, and noble character, (3) registration according to academic and professional degrees, (4) required

⁴²Djamarah, S.B. (2000). *Gurudan Anak Didik dalam Interaksi Edukatif* (1sted.). PTRineka Cipta.

qualifications, (5) responsibility, (6) opportunities to develop professionalism through learning, (7) legal guarantees, and (8) professional organizations to regulate the professionalism of the teaching profession.

As educators, teachers play a very important role in education. Article 14 of Law No. 14 of 2005 states that teachers are professionals who strengthen the dignity and as actors who are tasked with improving the quality of national education. Article 6 also explains that teachers play a role in implementing the national education system by developing the potential of learners to become individuals with faith, piety, noble character, quality, competent, creative, independent, and responsible citizens.

In addition to their role as educators, teachers also have other roles as curriculum developers. Curriculum development is one of the learning activities that includes renewable methods for the learning process. Teachers as curriculum developers have the task of setting the direction and targets of the subjects taught, as well as strategies in developing, evaluating, and arranging the curriculum according to the characteristics and learning experiences needed by learners.⁴³

Curriculum development is done by improving something previously considered inadequate and then selected for use with the aim of

⁴³Lubis, M. (2015). Kesiapan Para Guru Sebagai Pengembang Kurikulum dalam Merespon Perubahan Kurikulum. *The 2nd International Multidisciplinary Conference*, 461 – 467. <https://jurnal.umj.ac.id/index.php/IMC/article/viewFile/1354/1209>

being better in terms of plans, content, and teaching materials. There are various roles of teachers in curriculum development, namely:⁴⁴

- a. Teachers as implementers, meaning teachers participate in implementing the curriculum, providing guidance to fulfill their roles and approving curriculum guidelines.
- b. Teachers as adapters, meaning teachers participate in adapting the curriculum to regional specifications and needs.
- c. Teachers as developers, meaning teachers have the expertise to develop the curriculum according to the content and learning objectives, as well as being able to determine teaching strategies and conduct assessments to measure learning success.
- d. Teachers as researchers, meaning they have the responsibility to improve performance as teachers.

3. Teacher Readiness in Implementing the Merdeka curriculum

Educators in implementing the curriculum have a very important role as planners, implementers, and evaluators, so teachers are at the forefront of the success of curriculum development as evaluators for curriculum improvement and learning.⁴⁵ The importance of the teacher's role in implementing the curriculum demands skills that must be improved in parallel with curriculum development.⁴⁶

⁴⁴Wijianto. Op. Cit.

⁴⁵Mulyasa.Op. Cit.

⁴⁶Annisa Alfath, Fara Nur Azizah, & Dede Indra Setiabudi.(2022). Pengembangan Kompetensi Guru Dalam Menyongsong Kurikulum Merdeka Belajar.*Jurnal Riset Sosial Humaniora, Dan Pendidikan*,1(2),42–

Based on Law Number 14 of 2005 concerning teachers and lecturers, qualifications are a set of knowledge, skills, and behaviors that must be possessed, mastered, and internalized by teachers and lecturers in performing professional educational tasks. Teachers as the forefront in achieving the success of curriculum implementation are required to have good competencies. Therefore, effective teacher knowledge management is an indicator of readiness in curriculum implementation.⁴⁷

Teacher readiness is the state of a teacher indicated by the suitability of physical, mental, and experiential maturity, which enables the teacher to have the ability to conduct learning activities.⁴⁸ A teacher's readiness must be aligned with the applicable curriculum. It is the competence possessed by a teacher to carry out an activity.⁴⁹ Based on the Minister of Education decision (Permendiknas) Number 16 of 2007 for academic and teacher qualification standards, teachers must possess several skills, namely pedagogical, personality, professional, and social skills obtained through professional education.

The expertise that teachers must master, including: 1) pedagogical expertise, which is the ability of teachers to guide learning, 2) personality expertise, which is characterized by having a stable, mature, wise, dignified,

50.<https://doi.org/10.56444/soshumdik.v1i2.73>

⁴⁷Kongen & Jaya. Op. Cit

⁴⁸Musarrafa, M., Ahmad, A. N. F., Kadar, N. R., Nurfaida, N., & Djaya, R. A. P. (2017). Tingkat Kesiapan Guru SMANegeri di Kota Makassar dalam Mengimplementasikan Kurikulum 2013 Ditinjau dari Kompetensi Pedagogik. *Jurnal Nalar Pendidikan*, 5(2), 141–148. <http://ojs.unm.ac.id/nalar/article/view/4873>

⁴⁹Arikunto. Op. Cit.

noble, and capable personality, serving as an example for learners, 3) social expertise, which involves effective communication and social interaction with learners, colleagues, parents or guardians, and the community, 4) professional expertise, which is the ability to master the substance of knowledge, the structure and methods of knowledge, and professional competencies.⁵⁰

Readiness encompasses several aspects that can be influenced⁵¹. The aspects influencing teacher readiness are 1) mental, physical, and emotional conditions, 2) goals and needs, 3) skills and knowledge. Meanwhile, readiness of teachers is influenced by external and internal factors.⁵² External factors influencing include the home environment, school, and society, while internal factors influencing include health, intelligence, talent, interest, and motivation.

The readiness for curriculum implementation is indicated as a measure of teachers' readiness in implementing the Merdeka curriculum. The indicators of teacher readiness during the implementation of the Merdeka curriculum are cognitive preparation, physical preparation, psychological preparation, and financial preparation.⁵³ The explanations for

⁵⁰Mulyasa.Op. Cit.

⁵¹Slameto. (2015). Belajar Dan Faktor-Faktor Yang Mempengaruhinya (Jakarta:PT.RinekaCipta,2010).*JurnalIlmiahPendidikanGuruSekolahDasarFKIP Unsyiah*, 2(1).

⁵² Dalyono in Mayangsari, M. D., & Safitri, R. D. (2018). Kesiapan Diri Calon Guru Dalam Menghadapi Praktik Pengalaman Lapangan (Studi Pada Mahasiswa Program Studi Bahasa Indonesia STKIPP GRIBanjarasin). *Prosiding Seminar Nasional Lingkungan Lahan Basah*, 3(April), 590–593.

⁵³Ihsan,M.(2022).KesiapanGurudalamImplementasiKurikulumMerdekaBelajar. *Seri Publikasi Pembelajaran*, 1, 37.

each of these indicators are as follows: 1) Cognitive preparation, which is the readiness of teachers that can be seen from understanding, utilization of learning resources, and the process and assessment of learning, 2) Physical preparation, which is the readiness of human resources, namely teachers, in facing the Merdeka curriculum, 3) Psychological preparation, which is the readiness of teachers seen from the interest and motivation of teachers in implementing the Merdeka curriculum, 4) Financial preparation, which is the availability of facilities and infrastructure that can support the implementation of the Merdeka curriculum.

Preparing teachers to implement the Merdeka curriculum requires guidance to provide an understanding of the concept of independent learning, curriculum goals, curriculum components, curriculum policies, curriculum structures, and learning material design practices consistent with the Merdeka curriculum provisions. The relationship with the concept of independent learning lies in providing opportunities for educators and learners to explore innovative skills and increase the quality of independent learning. Therefore, the form of teacher training has changed from seminars organized by local governments and others to more practical training.

Educator training in Merdeka curriculum policies has been prepared through a website from the Ministry of Education and Culture in the form of the Merdeka Mengajar platform which contains topics that can help

teachers understand and independently practice lesson planning such as Teaching Modules, Strengthening Student Pancasila Profile Project Modules, and Assessment.⁵⁴ This form of training poses a challenge for teachers in learning the Merdeka curriculum, considering there are teachers who are not tech-savvy, making it difficult for them to understand the Merdeka curriculum.

B. Review of Previous Related Finding

Research on teachers' readiness to implement the Merdeka curriculum is not the first, but previous research has been conducted by other researchers. The following presents some previous research findings to avoid repetition and similarity in discussion, ensuring the originality of this study.

First, Jamjemah, Djudin Tomo, Erlina, and Agung Hartoyo in their journal titled "Analisis Kesiapan Guru dalam Melaksanakan Pembelajaran Kurikulum Merdeka di SDN 47 Penanjung Sekadau" in 2022. This study describes the readiness of teachers in schools to implement the Merdeka curriculum. The research method used was qualitative with a case study model. The findings showed that teachers at SDN 47 Penanjung Sekadau understood the Merdeka curriculum and were ready to implement it in their teaching.

⁵⁴Hadiansyah.Op. Cit.

Second, Ni Kadek Candra Purani and I Ketut Dedi Agung Susanto Putra in their journal titled "Kesiapan Guru dalam Penerapan Kurikulum Merdeka Belajar di SDN 2 Cempaga" in 2022. This study describes the readiness of teachers to implement the independent learning curriculum in primary schools based on understanding the curriculum structure, planning and learning processes, facilities, and assessment. The research method used was descriptive qualitative. The findings indicated that teachers were not yet ready to implement the Merdeka curriculum due to a lack of understanding of the curriculum structure and the need for training in module preparation.

Third, Syaripudin, Ramdhan Witarsa, and Masrul in their journal titled "Analisis Implementasi Kurikulum Merdeka pada Guru-Guru Sekolah Dasar Negeri 6 Selatpanjang Selatan" in 2023. This study describes the implementation of the Merdeka curriculum among teachers at Sekolah Dasar Negeri 6 Selatpanjang Selatan. The method used was quantitative descriptive research. The findings indicated that the teachers' implementation of the Merdeka curriculum was at a moderate level and needed continuous motivation from the principal to achieve maximum curriculum goals.

Fourth, Dini Kusumadianti Nur Alfaeni in her thesis titled "Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka pada Program Sekolah Penggerak (Studi Kasus di SDN Baros)" in 2022. This study describes the readiness of teachers in the driving school program to

implement the Merdeka curriculum. The research method used was qualitative with a case study model. The findings showed that teachers at SDN Baros had not yet understood the Merdeka curriculum and were not able to implement it as indicated by the lack of prepared learning tools such as ATP, modules, and evaluations.

Fifth, Andang Heryahya, Endang Sri Budi Herawati, Ardi Dwi Susandi, and Fanni Zulaiha in their journal titled "Analisis Kesiapan Guru Sekolah Dasar dalam Implementasi Kurikulum Merdeka." This research describes teachers' understanding and readiness in formulating learning objectives, implementing 21st-century learning, and identifying students' potential. The method used was quantitative. The findings showed that primary school teachers in Cirebon City were ready to implement the Merdeka curriculum.

The last, Rani Febrianningsih and Zaka Hadikusuma Ramadhan** in their journal titled "Kesiapan Guru dalam Pelaksanaan Kurikulum Merdeka Belajar di Sekolah Dasar." This research analyzes teachers' readiness to implement the independent learning curriculum using a case study method. The findings indicated that teachers' readiness to implement the Merdeka curriculum in primary schools was quite optimal.

Based on some of the previous findings above, there are several differences that are the focus of the researcher for this research. In this research, the researcher focused on readiness aspects, such as cognitive, physical, psychological, and financial aspects while the previous researches

focused on understanding the curriculum structure, lesson planning, the learning process, facilities and infrastructure, and learning assessment. Moreover, this present research also has different in the type of school studied where in the previous study it was a public school while in this study the type of school studied is an Islamic-based elementary school. Furthermore, this research also focuses on school readiness for the implementation of the Merdeka curriculum for English learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the chosen title, "**Teacher Readiness in Implementing the Merdeka curriculum at SDUA Taman Harapan Rejang Lebong**" a qualitative approach with a case study research design is utilized. A qualitative approach aims to study natural objects to obtain data through triangulation techniques, with the researcher as the key instrument.⁵⁵ The concept of a case study involves conducting an in-depth analysis of a case, program, event, activity, process, individual, or group within a defined time frame and scope, collecting detailed information using various data collection procedures over a specific period.⁵⁶ A case study as a research method to depict a particular situation deeply to understand the reality and gain in-depth insights into life experiences, thoughts, ideas, and feelings related to a specific case or phenomenon through data collection.⁵⁷

B. Subjects of the Research

Research subjects are individuals who serve as sources of information needed for the study. The research subjects in the titled study "**Teacher Readiness in Implementing the Merdeka curriculum at**

⁵⁵Sugiyono.(2017).*Metode Penelitian Kuantitatif, Kualitatif Dan R&D.*

⁵⁶Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* - John W. Creswell, J. David Creswell-Google Books. In *SAGE Publications, Inc.*

⁵⁷Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. In *Taylor & Francis-Library, (Sixth edit)*. Routledge.

SDUA Rejang Lebong" are two English teachers for first and fourth grades class at SDUA Taman Harapan Rejang Lebong, as they can provide relevant information for the research.

C. Technique of Collecting Data

This research employs several techniques to gather information. The data collection technique are as follow:

1. Interview

Interview involves communication between two people to obtain information through a question-and-answer format for specific purposes. Interviews are a technique used to gather information through face-to-face interviews conducted directly between the researcher and the informant.⁵⁸ Therefore, in order to obtain primary information, face-to-face interviews were employed. The researcher, with prepared written questions to the interviewees, used the structured interview. In this context, the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the study. This process encouraged the participants to respond to the questions as accurately as possible.

The interview questions were designed in Indonesia Language to ensure proper responses from the participants, the interview process

⁵⁸Creswell,J.W.,&Creswell,J.D. Op. Cit.

was also conducted using the mother tongue language (Indo). The responses were later carefully transcribed and translated to English. The use of the mother tongue language was used for those individuals who could not understand Indonesia thus enabling them to contribute relevant information in relation to the topic under study.

2. Documentation

The data collection technique through documentation supports the information obtained from interviews and observations. Documents are records of events that have occurred in the form of writing, images, or monumental works of someone.⁵⁹ This study uses documentation techniques to obtain comprehensive data in the form of documents related to the readiness of teachers to implement the Merdeka curriculum at SDUA Taman Harapan Rejang Lebong.

D. Instrument of the Research

The instruments used by the researcher in this research were the interview, and documentation. The researcher used interview to know the readiness of English teachers in the implementation of the Merdeka curriculum. Moreover, the documentation was used to take a picture of researcher activities during the research.

⁵⁹Sugiono.Op. Cit.

1. Interview Guidelines

According to Tracy SJ, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation.⁶⁰ In other words that the researcher has several questions for teachers about the readiness of English teachers in the implementation of the Merdeka curriculum. The interviewees in this research were two English teachers currently teaching at SDUA Taman Harapan Rejang Lebong. In this research, the teachers as the source or interviewee from the interview had teaching experience in face-to-face learning. The writer has prepared a list of questions as the guide and the interviewees have the flexibility regarding their answers. Structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the research. The researcher conducted an interview on May 27th, 2024. The following is the list of questions for teachers.

⁶⁰ Tracy, S.J. (2013) *Qualitative Research Methods*. Wiley-Black Well, West Sussex.

Table 3.1. Interview Guidelines

Variable	Subvariable/Aspect	Indicator
Teacher Readiness in Implementing the Merdeka curriculum	Cognitive	a. Understanding b. Utilization of information resources c. Teaching materials d. Learning process e. Learning assessment
	Physical	a. Human Resources (HR) b. Adequate health
	Psychological	a. Interest b. Motivation
	Financial	a. Facilities and infrastructure

This table serves as a structured guideline for the interview process, ensuring that the interviews remain focused on relevant topics and help gather comprehensive data regarding the implementation and readiness for the Merdeka curriculum at SDUA Taman Harapan Rejang Lebong.

2. Documentation

The documentation research instrument is derived from the data collection activities found during the research process through photographs, images, written notes, audio recordings, and videos. This instrument facilitates the collection of comprehensive data through various mediums, ensuring that a diverse range of information is captured and documented effectively during the research process.

E. Data Analysis Technique

Data analysis is a systematic process of searching for and comparing information obtained through interviews, field notes, and other materials.⁶¹ This process involves organizing the information into categories, describing it in subcategories, synthesizing, compiling, selecting essential information, and drawing conclusions to facilitate understanding.

The method of analysis used in this research, based on the qualitative data obtained, is the descriptive qualitative method. In this method, the analysis of information is carried out interactively and continuously until the material is saturated. The steps for qualitative data analysis are as follows:

1. Data Collection

Data collection involves gathering all information from interviews, observations, and documentation activities in the field. This process can last for days or even months until a diverse set of data is obtained.

2. Data Reduction

The information gathered through interviews, observations, and documentation results in diverse data. Data reduction involves

⁶¹Sugiyono.Op. Cit.

collecting this data, then sorting, summarizing, and systematically organizing it according to themes to help the researcher find relevant data.

3. Data Display

The presentation of qualitative research data is in the form of narratives or words by arranging the collected and deemed important data. This arrangement is then structured according to the research questions.

4. Conclusion Drawing or Verification

After presenting the data from the factual findings in the field related to the researcher's study on the readiness of teachers to implement the Merdeka curriculum at SDUA Taman Harapan Rejang Lebong, the researcher summarizes the data to answer the research questions.

5. Documentation

Documents are written records of something considered important and have occurred. Documents are records that can be written, visual, or monumental works that are sourced from events that have occurred.⁶² Documents used as data sources in this study include

⁶²Sugiyono.Op. Cit.

teaching materials such as Teaching Modules and Strengthening Student English Profile Project Modules.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Teacher Readiness in Implementing the Merdeka Curriculum at SDUA Taman Harapan Rejang Lebong

In implementing Merdeka curriculum, the school should prepare some aspect, namely: 1) registering as an Merdeka Curriculum Implementation (IKM) school and choosing the option to independently change the curriculum, 2) holding training or workshops on the Merdekat curriculum, 3) requiring teachers to attend Merdeka curriculum training both offline and online, 4) socializing with parents to support the success of the Merdeka curriculum, 5) preparing students, and 6) preparing facilities and infrastructure.

The success of the school's efforts in implementing the Merdeka curriculum can be seen from the readiness of the teachers. Below are the research results on the readiness of teachers to implement the Merdeka curriculum at SDUA Taman Harapan Rejang Lebong based on the following indicators:

a. Cognitive Readiness of Teachers

The cognitive readiness of first and fourth-grade teachers at SDUA Taman Harapan Rejang Lebong, is shown through several aspects as follows:

1) Teacher Understanding of the Concepts, Structure, and Policies of the Merdeka curriculum

From interviews with seven first and fourth-grade teachers about their understanding of the Merdeka curriculum, only one teacher claimed to fully understand it, while the other six did not.

According the English teacher, the reason for the incomplete understanding is as follows:

“We understand it, but fully grasping it is still a process. We are continuously learning and trying to understand how to correctly implement the Merdeka curriculum.” (Umi Dike, 2024)

This was also expressed by another English Teacher in an interview:

“Yes, but not fully, because the Merdeka curriculum has only been implemented for one semester, so I personally do not fully understand it yet.” (Susilo Al Amin, 2024)

Thus, it can be concluded from these interviews that first and fourth-grade teachers understand the concepts, structure, and policies of the Merdeka curriculum but not fully, as they are still new to implementing it and continuously learning how to do so effectively.

2) Utilization of Information Sources

First and fourth-grade teachers at SDUA Taman Harapan Rejang Lebong obtain information about the Merdeka curriculum from various sources, including the independent teaching platform, YouTube, and online or offline training sessions.

“We get information about the Merdeka curriculum from district training with national Merdeka curriculum instructors, from training on the independent teaching platform, and from training sessions held by the school with the same instructors.”
(Dike, 2024)

Other sources used by teachers include:

“I have attended five training sessions since the beginning of the first semester, both independently (on YouTube), district-level training, training held by other schools, and training at our own school, and I use the independent teaching platform as an information source.” (Susilo, 2024)

Thus, it can be concluded that teachers utilize various sources of information about the Merdeka curriculum, including the independent teaching platform, YouTube videos, and training or seminars held both online and offline.

3) Teaching Tools

All first and fourth-grade teachers have teaching modules developed according to the needs and characteristics of the students.

Representing fourth-grade teachers, mentioned the collaborative process of preparing teaching tools:

“There is almost no difficulty in preparing teaching tools because we work on them together. We support and help each other since this is new, and we need to work together.” (Susilo, 2024)

He also shared his experience regarding teaching tools:

“So far, there has been no difficulty. The preparation of teaching modules refers to the teacher’s book and government-provided modules. However, we also develop them according to the children’s characteristics and needs. The only challenge is understanding new terms like ATP and CP(Susilo, 2024)

Based on these interviews, it can be concluded that all first and fourth-grade teachers have teaching tools and did not face significant difficulties in preparing them, except for new terminology in the modules. The readiness of teaching tools is also evidenced by all first and fourth-grade teachers having teaching modules prepared collaboratively.

4) Learning Process

The cognitive readiness of teachers can be seen from the learning process. Observations in the classroom showed that first and fourth-grade teachers have implemented learning according to the characteristics of the Merdeka curriculum, including project-based learning, focusing on essential materials, and adapting

teaching to the students' characteristics and local content. (Observations, May 21th, 2024).

Project-based learning to develop students' abilities and talents has been carried out in all first and fourth-grade classes. In first grade, projects included making artworks like coloring Malang mask pictures and practicing Malang mask dances. In fourth grade, projects involved making batik cloth with the Mega Mendung motif. (Observation, May 22th, 2024)

5) Assessment of Learning Outcomes in the Merdeka curriculum

Assessment in the Merdeka curriculum involves formative and summative evaluations. According to D in an interview:

“There are summative and formative assessments, and the assessments are not just written but also observational, which is simpler. However, since the questions were made at the district level, they did not always align with what was taught. Summative assessments should evaluate the material that the students have not yet mastered, but the questions covered all the material, so it was not quite in sync.” (D, 2024))

Almost all first and fourth-grade teachers stated that they did not face difficulties in assessing learning outcomes in the Merdeka curriculum. According to S and D:

“The assessment system in the Merdeka curriculum is more about observation to evaluate project activities, and it is easier than the previous curriculum's

assessment. So far, there have been no difficulties in assessment.” (S, 2024))

“There are no difficulties, actually. We have two report cards, online and written. The only challenge is during the online report card uploading process.” (D, 2024)

Thus, it can be concluded from the interviews that all first and fourth-grade teachers understand the assessment of learning outcomes in the Merdeka curriculum and do not face significant difficulties in the process, except for some challenges in uploading the e-report cards.

Several indicators of cognitive readiness in implementing the Merdeka curriculum have been described and can be summarized as follows:

- a) All teachers understand the concepts, structure, and policies of the Merdeka curriculum, but not fully, due to the new policy implementation without thorough pre-implementation training, requiring teachers to learn alongside the curriculum implementation.
- b) All teachers utilize the independent teaching platform and participate in various online and offline training sessions to understand the Merdeka curriculum.
- c) All teaching tools have been developed according to students' needs and characteristics, considering local conditions and content.

- d) The learning process has been implemented according to the characteristics of the Merdeka curriculum, focusing on project-based learning to develop students' interests and talents, essential materials, and adapting to students' needs.
- e) All first and fourth-grade teachers do not face difficulties in assessing learning outcomes in the Merdeka curriculum.

Based on the summary, it indicates that from the indicators of understanding concepts, curriculum structure and policy; utilization of information sources, preparation of teaching materials; the learning process and assessment process, it can be concluded that teachers of grades 1 and 4 have cognitive readiness to implement the Merdeka curriculum.

b. Physical Readiness of Teachers in Implementing the Merdeka curriculum

All first and fourth-grade teachers expressed that they are in good health and do not have any health issues that would interfere with the teaching process. This was based on interviews with all fourth-grade teachers represented by D and S, who are first-grade teachers, as follows:

“Alhamdulillah, we are healthy and have no congenital diseases.” (D, 2024)

“Alhamdulillah, I am healthy. I do not have any medical history or congenital diseases. But if I need to take sick

leave, of course, I will, but it won't be for days or anything that would disrupt the children's learning.” (S, 2024)

The same sentiment regarding the health of teachers at SDUA Taman Harapan Rejang Lebong , was expressed as follows:

“Alhamdulillah, based on the data, our teachers are healthy, and none of them have medical histories.” (D, 2024)

Based on these interviews, it can be concluded that all first and fourth-grade teachers at SDUA Taman Harapan Rejang Lebong have good medical backgrounds and do not have congenital diseases that could affect their performance in implementing the Merdeka curriculum. Therefore, it can be stated that first and fourth-grade teachers at SDUA Taman Harapan Rejang Lebong, are physically ready to implement the Merdeka curriculum.

c. Psychological Readiness of Teachers in Implementing the Merdeka curriculum

Psychological readiness can be seen from teachers' interest and motivation in implementing the Merdeka curriculum. The Teacher expressed her interest and motivation in implementing the Merdeka curriculum as follows:

“My interest in implementing the Merdeka curriculum lies in always thinking positively and being happy about the curriculum changes because changes are expected to improve the education system for the better. My motivation is the desire to progress and improve the education system.” (D, 2024)

Interest and motivation in implementing the Merdeka curriculum were also expressed by D and S as follows:

“Learning is a lifelong journey. So, whenever there is something new, it must be learned.” (D, 2024)

“At first, I was a bit confused because just when I understood the 13th curriculum, it changed to the Merdeka curriculum. Initially, it felt like my soul rejected it because at this age, it's not the same as being a fresh graduate. But because of the demands, I had to try and be willing to learn because through that, we can deliver to the students effectively.” (S, 2024)

Based on interviews with all other first and fourth-grade teachers, they expressed similar sentiments regarding their interest in implementing the Merdeka curriculum, namely, feeling happy and curious about the new curriculum changes. Furthermore, their motivation stems from demands, the desire for progress and improvement in the education system, and enhancing their competencies to effectively deliver the curriculum to students. Based on this summary, it can be concluded that first and fourth-grade teachers at SDUA Taman Harapan Rejang Lebong, have good psychological readiness based on their interest and motivation in implementing the Merdeka curriculum.

d. Financial Readiness in Implementing the Merdeka curriculum.

Financial readiness involves preparing facilities and infrastructure to support the implementation of the Merdeka curriculum

at SDUA Taman Harapan Rejang Lebong. Financial readiness at SDUA

Taman Harapan Rejang Lebong is expressed by E as follows:

"There's no specific preparation for welcoming the new curriculum because we already have sufficient facilities and infrastructure. For classroom facilities, we have WIFI, projectors, sound systems, whiteboards, desks, chairs, cabinets, and others".

Meanwhile, our infrastructure includes classrooms that can accommodate all students, teacher's offices, administrative offices, a prayer room, a library, computer labs, science labs, and a field. Our facilities and infrastructure are well-maintained and in good condition, so, God willing, they are ready to be used in the teaching-learning process." (E, 2024)

B. Discussion

Based on the research findings, the readiness of grade 1 and 4 teachers at SDUA Taman Harapan Rejang Lebong to implement the Merdeka curriculum can be assessed based on four readiness indicators: cognitive readiness, physical readiness, psychological readiness, and financial readiness.

1. Cognitive Readiness of Teachers

Teachers, as professionals in their field, are expected to possess certain competencies. According to Minister of Education Regulation No. 16 of 2007, teachers must master several skills, including pedagogical, personality, professional, and social skills acquired

through professional education. Among these skills, pedagogical competence, particularly cognitive competence, is crucial for teachers as educators.

Based on interviews with grade 1 and 4 teachers, it was revealed that all of them have a basic understanding of the Merdeka curriculum, although not yet in its entirety. However, this incomplete understanding does not hinder their cognitive readiness because they continue to enhance their understanding in line with curriculum development. Teachers regularly engage in discussions and assist each other in understanding the Merdeka curriculum. This aligns with the idea that teachers need to improve their skills in parallel with curriculum development.

The incomplete understanding among teachers is due to the lack of structured training provided by the district, sub-district, and village levels before the implementation of the Merdeka curriculum. Additionally, ongoing improvements and evaluations of the Merdeka curriculum require teachers to learn and implement the curriculum concurrently.

To address this, the school organizes training sessions by inviting national instructors on the Merdeka curriculum and conducts workshops at the beginning of each academic year. Teachers are also encouraged to continuously learn by participating in training on the Merdeka curriculum platform and watching instructional videos on

YouTube to prepare themselves for understanding the Merdeka curriculum.

Furthermore, cognitive readiness is evidenced by the development of teaching modules according to the requirements of the Merdeka curriculum and tailored to students' characteristics. Moreover, teachers have successfully implemented project-based learning aligned with the local wisdom theme in grades 1 and 4. For example, grade 1 students engaged in coloring traditional Malang masks, while grade 4 students learned batik motifs, demonstrating flexibility and adaptability in teaching approaches.

Additionally, teachers understand and implement assessment practices in line with the Merdeka curriculum. They utilize both formative and summative assessments to plan and adapt their teaching to students' achievements, as there are no obstacles in the assessment process.

In conclusion, the cognitive readiness of teachers at SDUA Taman Harapan Rejang Lebong is evident in their understanding, utilization of learning resources, teaching processes, and assessment practices aligned with the Merdeka curriculum. They meet the criteria for cognitive readiness,⁶³ demonstrating their readiness to implement the Merdeka curriculum effectively.

⁶³Ihsan. Op. Cit.

2. Physical Readiness of Teachers

Physical readiness of teachers is crucial as it pertains to their physical health and energy, enabling them to effectively implement the Merdeka curriculum. According to Article 8 of Law Number 14 of 2005 on qualifications, competencies, and certification, teachers must possess academic qualifications, competencies, teaching certificates, physical and spiritual health, and the ability to achieve national educational goals.

The physical readiness of grade 1 and 4 teachers at SDUA Taman Harapan Rejang Lebong, based on the overall research findings, demonstrates good physical health. This readiness is evidenced by several aspects of physical readiness:

- a. **Age Group:** The average age of grade 1 and 4 teachers is below 40 years, and there are no issues hindering their implementation of the Merdeka curriculum. This is supported by student interviews, where teachers are consistently seen as healthy and enthusiastic during teaching sessions.
- b. **Health History:** All teachers have a good health history, ensuring their performance is not hindered, and they are ready to implement the Merdeka curriculum in the classroom. Based on these findings, the physical readiness of teachers at SDUA Taman Harapan Rejang Lebong, as determined by age group and teachers' health, is deemed

sufficient. The health is one of the factors contributing to teachers' readiness.⁶⁴

3. Psychological Readiness of Teachers

The competency of teachers, as outlined in Law Number 14 of 2005, refers to a set of knowledge, skills, and behaviors that teachers must internalize, master, and possess in carrying out their duties as professional educators. This also implies that teachers' competencies refer to their ability to demonstrate performance. Psychological readiness is crucial for teachers in demonstrating their performance. Psychological readiness refers to teachers' interest and motivation in implementing the Merdeka curriculum.⁶⁵

The research indicates that the psychological readiness of teachers at SDUA Taman Harapan Rejang Lebong to implement the Merdeka curriculum is high. All teachers show interest and motivation in implementing the Merdeka curriculum. This is evident in their interest in improving guidance for students, their desire for continuous learning, and their attention to curriculum development policies aimed at improving the education system in Indonesia.

Motivation is demonstrated by teachers' emotional commitment to clear goals in implementing the Merdeka curriculum. The presence of interest and motivation among teachers at SDUA Taman Harapan

⁶⁴Mayangsari & Safitri. Op. Cit.

⁶⁵Ihsan.Op. Cit.

Rejang Lebong aligns with Dalyono's statement in Mayangsari & Safitri that internal factors of teachers' readiness include health, intelligence, talent, interest, and motivation.⁶⁶

4. Financial Readiness

Financial readiness is assessed based on facilities and infrastructure. Law Number 20 of 2003, Article 45 on educational facilities and infrastructure, stipulates that every formal and non-formal educational unit must provide facilities and infrastructure that meet the educational needs according to the physical, intellectual, social, emotional, and psychological development of students.

The financial readiness of SDUA Taman Harapan Rejang Lebong, based on the school's facilities and infrastructure, shows that the school has had complete facilities and infrastructure since before the implementation of the Merdeka curriculum. As stated by Vice Principal, there was no specific preparation made for the implementation of the Merdeka curriculum. The facilities and infrastructure were ready to support teachers' readiness in implementing the Merdeka curriculum, including the availability of LCDs, projectors, sound systems, Wi-Fi, library, computer labs, and fields. The financial readiness involves the availability of facilities and infrastructure capable of supporting the implementation of the Merdeka curriculum in schools.⁶⁷

⁶⁶Mayangsari & Safitri. Op. Cit

⁶⁷Ihsan.Op. Cit.

Based on the description above regarding the readiness of teachers at SDUA Taman Harapan Rejang Lebong, as seen from the indicators, it shows that SDUA Taman Harapan Rejang Lebong is ready to implement the Merdeka curriculum. Here is a summary of the results of teacher readiness in implementing the Merdeka curriculum:

- a. The level of cognitive readiness of teachers is quite good, where teachers have understood the Merdeka curriculum but not yet fully, have utilized learning resources well, and have enthusiasm for learning to understand the Merdeka curriculum. They have implemented the teaching process according to the characteristics of the Merdeka curriculum and understand and are able to formulate assessments according to the provisions of the Merdeka curriculum.
- b. The level of physical readiness of teachers is good, where all teachers are in good health, have a good health history, and the average age of teachers is still below 40 years, which means they are still young and do not interfere with the performance of professional teachers.
- c. The level of psychological readiness of teachers is very good, where all teachers have interest and motivation in implementing the Merdeka curriculum.
- d. The level of financial readiness of teachers is very good, where the school has prepared facilities and infrastructure completely and in

good condition, so it can be used to support the readiness of teachers in implementing the Merdeka curriculum.

Based on the description of the level of teacher readiness based on cognitive, physical, psychological, and financial readiness indicators, teachers at SDUA Taman Harapan Rejang Lebong are ready to implement the Merdeka curriculum. It shows the differences of other researches. According to Febrianningsih and Ramadan results stated that teachers still lack understanding of the structure of the Merdeka curriculum, learning assessments, and facilities and infrastructure to support the success of the Merdeka curriculum implementation⁶⁸. Moreover, in Purani and Putra's research, they found that teachers still lack understanding of the structure of the independent curriculum, the preparation of teaching modules, and the study of learning in the independent curriculum.⁶⁹

As a result, it can be said that SDUA Taman Harapan Rejang Lebong is very ready in the implementation of the Merdeka curriculum. When compared to other schools where other schools are still not ready in several aspects, such as facilities, curriculum structure, assessment, and the preparation of teaching modules.

⁶⁸ Febrianningsih, R., & Ramadan, Z. H. (2023). Kesiapan guru dalam pelaksanaan kurikulum merdeka belajar di sekolah dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3335-3344.

⁶⁹ 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.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research findings and analysis conducted by the researcher regarding the readiness of teachers to implement the Merdeka curriculum at SDUA Taman Harapan Rejang Lebong, the researcher could conclude that the readiness aspect at SDUA Taman Harapan Rejang Lebong can be said to be in good condition from all aspects.

Cognitive readiness of teachers: All teachers at SDUA Taman Harapan Rejang Lebong have understood the Merdeka curriculum but not fully. The incomplete understanding of teachers does not affect their readiness to implement the Merdeka curriculum. This is evidenced by the well-structured teaching modules, teaching processes aligned with the characteristics of the Merdeka curriculum (project-based, focusing on essential materials, and flexible), and the understanding of assessment in the Merdeka curriculum without encountering obstacles in its formulation.

Physical readiness of teachers: All teachers have a good health history and the average age of teachers is less than 40 years old, which does not affect their performance in implementing the Merdeka curriculum.

Psychological readiness of teachers: All teachers have interest and motivation in implementing the Merdeka curriculum. Their interest lies in the desire to develop themselves in teaching, the eagerness to continue

learning, and the aspiration for progress in the education system. Additionally, the motivation of teachers is evident through their emotional commitment to implementing the Merdeka curriculum with clear goals.

Financial readiness of teachers: SDUA Taman Harapan Rejang Lebong did not have specific preparations regarding facilities and infrastructure for implementing the Merdeka curriculum. However, the school already possesses complete facilities and infrastructure since before the implementation of the Merdeka curriculum. The facilities and infrastructure in all classes are in good condition, ensuring no obstacles that could disrupt the implementation of the Merdeka curriculum by teachers in the classroom.

Based on these four readiness indicators, it can be concluded that teachers at SDUA Taman Harapan Rejang Lebong are prepared to implement the Merdeka curriculum.

B. Suggestions

Without diminishing respect and for the success of implementing the Merdeka curriculum with teacher readiness, the researcher provides recommendations to relevant parties. Here are the recommendations from the researcher:

1. For Teachers of Grade 1 and 4 at SDUA Taman Harapan Rejang Lebong who have not fully understood and have not participated in training on the Merdeka Teaching platform, it is advisable to allocate more time to

study and understand the Merdeka curriculum further so that they can comprehend it fully and implement it effectively.

2. For future researchers, may this research serve as a reference to continue studying the readiness of teachers to implement the Merdeka curriculum with different indicators. Considering that this research only focused on the readiness of teachers based on cognitive, physical, psychological, and financial readiness indicators in Grade 1 and 4 teachers at SDUA Taman Harapan Rejang Lebong.

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- APPENDIX 1 : SK Pembimbing**
- APPENDIX 2 : Surat Izin Penelitian**
- APPENDIX 3 : Kartu Konsultasi Skripsi**
- APPENDIX 4 : Instrumen Penelitian**
- APPENDIX 5: Transkrip Interview**
- APPENDIX 6 : Foto Dokumentasi**

TRANSKRIP INTERVIEW

Pertanyaan untuk Guru Bahasa Inggris

1. Apakah Bapak/Ibu sudah mengerti dan memahami secara utuh struktur dan kebijakan dalam kurikulum merdeka?

Ya, untuk secara keseluruhan umi/ustadz sudah mengetahui dan juga sekarang dalam proses memahami struktur dan juga kebijakan dalam kurikulum merdeka.

2. Menurut Bapak/Ibu apa definisi dari merdeka belajar?

Merdeka belajar itu adalah guru yang di mana dalam proses pembelajaran siswanya memiliki kebebasan untuk berfikir dan juga berekspresi. Disini siswa memiliki kebebasan untuk berfikir dan juga berekspresi jadi dalam kurikulum merdeka ini siswa dapat menuangkan emosi dan juga kreativitas masing-masing dalam pengawasan dan arahan dari guru.

3. Bagaimana pendapat Bapak/Ibu mengenai Proyek Penguatan Profil Pelajar Pancasila?

Mengenai P5 atau penguatan profil pelajar pancasila menurut saya ini merupakan salah satu sarana pencapaian profil pelajar pancasila hal ini diharapkan dapat memberikan kesempatan kepada peserta didik untuk penguatan karakter juga sekaligus kesempatan untuk belajar dari lingkungan sekitarnya. Dan juga P5 ini tidak hanya fokus pada kemampuan kognitif saja tetapi pada kurikulum atau pada P5 ini juga menekankan pada sikap dan juga perilaku sesuai dengan jati diri sebagai bangsa indonesia sekaligus juga sebagai warga dunia.

4. Bagaimana pendapat Bapak/Ibu mengenai kebijakan pemberian kebebasan terhadap sekolah untuk mengembangkan kurikulum sesuai dengan kondisi sekolah masing-masing?

Menurut pendapat saya mengenai kebijakan pemberian kebebasan terhadap sekolah dalam mengembangkan kurikulum itu sesuai dengan kondisi sekolah masing-masing, saya sangat setuju dengan kebijakan ini karena mengapa? Karena kebutuhan anak-anak dari masing-masing sekolah di berbagai daerah itu berbeda. Contohnya saja di sekolah yang memang anak-anaknya berasal misalnya dari desa maka kebutuhan pembelajarannya itu berbeda dengan sekolah dan juga anak-anak yang dari kota, jadi menurut saya saya sangat setuju dengan kebijakan ini,

5. Dari mana sajakah sumber informasi mengenai Kurikulum Merdeka yang Bapak/Ibu dapatkan?

Informasi mengenai kurikulum merdeka itu biasanya saya dapatkan itu misalnya dari sekolah itu sendiri, kerana mengadakan beberapa pelatihan dan

seminar dan juga kami selaku tenaga pengajar ini juga dituntut untuk mengenal aplikasi merdeka merdeka mengajar. Disana juga banyak terdapat informasi tentang kurikulum merdeka jadi secara singkatnya ummi atau guru-guru di sini mendapatkan sumber informasi mengenai kurikulum merdeka itu dari pihak sekolah itu sendiri karena pihak sekolah itu mendapatkan informasi dari pihak pemerintah dan juga dari platform-platform merdeka mengajar dan juga informasi dari internet.

6. Sudah berapa kali Bapak/Ibu mengikuti pelatihan/seminar terkait kurikulum merdeka?

Mengikuti pelatihan atau seminar terkait kurikulum merdeka sudah beberapa kali mungkin sekitar ada tiga kali, tiga kali untuk pelatihan atau seminar yang disediakan dari pihak sekolah itu sendiri dan biasanya itu untuk pematernya itu bisa dia hadirkan dari luar maupun dari umi-umi yang memang sudah melakukan pelatihan terlebih dahulu.

7. Bagaimana tanggapan Bapak/Ibu mengenai platform Merdeka Belajar yang disediakan pemerintah untuk membantu guru dalam mengimplementasikan kurikulum merdeka?

Merdeka belajar ini sangat-sangat membantu ya untuk para tenaga pengajar. Karena di merdeka belajar ini kan sudah disediakan berbagai pelatihan apa itu melalui video maupun melalui beberapa pdf itu sudah disiapkan menurut saya itu sangat membantu untuk tenaga pengajar yang memang mungkin tidak mempunyai waktu mungkin dalam mengikuti seminar dan kemungkinan ada beberapa kesibukan. Dengan adanya sangat membantu ya karena secara fleksibel kita bisa apa bisa mengikuti semi pelatihan dan juga selain itu di platform merdeka ini juga menyiapkan beberapa soal dengan berbagai topik dan itu menurut saya sangat membantu jika kita tekun atau sering melihat di sering berkunjung platform merdeka mengajar ini.

8. Apa upaya yang dilakukan untuk mempersiapkan guru dalam mengimplementasikan kurikulum merdeka?

Upaya yang dilakukan untuk mempersiapkan guru dalam implementasikan kurikulum merdeka selain dari guru tersebut harus harus mengikuti pelatihan dan juga seminar dalam mengenal apa itu kurikulum merdeka belajar. Dan apa saja upaya yang harus dipersiapkan yaitu mempersiapkan perangkat ajar itu pastinya seperti modul, daftar nilai, dan sebagainya. Dan juga seorang guru juga harus merancang pembelajaran yang beragam sesuai dengan kebutuhan siswa, selain itu juga mempersiapkan sumber ajar, sumber belajar yang relevan seperti buku yang tersedia bagi dari pemerintah dan juga bisa dari akses internet selain itu juga refleksi dan evaluasi secara terus menerus juga ini harus dipersiapkan untuk guru sebelum mengimplementasikan kurikulum merdeka. Yang paling utama itu

mengembangkan hubungan yang efektif antara siswa dengan guru, guru bisa membantu bisa membangun hubungan yang positif dengan melakukan pendekatan terhadap siswa. Ini merupakan kunci utama yang harus dipersiapkan implementasi merdeka.

9. Apakah terdapat komunikasi dan koordinasi antara kepala sekolah, guru dan wali murid dalam implementasi Kurikulum Merdeka di sekolah?

Untuk komunikasi dan koordinasi antara sekolah, guru dan juga wali murid dalam mengimplementasikan kurikulum merdeka ini untuk disekolah ini sudah beberapa dilakukan tetapi lebih terfokusnya itu biasanya itu untuk komunikasi dan koordinasi itu biasanya antara kepala sekolah kurikulum dan juga guru kalau untuk mempersiapkan implementasi sedangkan untuk melibatkan wali murid itu hanya dilakukan hanya untuk beberapa siswa saja yang memang membutuhkan kebutuhan khusus yang memang anak tersebut memang dibutuhkan pendekatan khusus maka sekolah dan juga guru dan juga kepala sekolah melibatkan wali murid juga sebelum proses pembelajaran tersebut.

10. Menurut Bapak/Ibu apa yang menjadi kesulitan guru ketika menyusun perangkat ajar dalam kurikulum merdeka?

Kesulitan ketika menyusun perangkat ajar dalam kurikulum merdeka misalnya untuk saat ini kesulitan yang biasa dialami oleh guru atau wali yang di sini misalnya ketika menyiapkan perangkat ajar itu menyesuaikan kebutuhan siswa. Itu merupakan salah satu kesulitan ya karena siswa itu memiliki beragam kebutuhan jadi misalnya ada siswa yang pasif itu kebutuhan yang berbeda dengan siswa yang aktif dan itu menurut saya merupakan suatu tantangan untuk seorang guru sebelum menyiapkan perangkat ajar harus menyesuaikan dari kebutuhan tersebut, bagaimana kita harus adil sesuai dengan kebutuhan siswa. Selain itu kesulitannya juga sumber ajar yang masih kurang karena hanya dari beberapa buku saja dan juga dari sumber ajar tersebut terkadang tidak sesuai dengan kemampuan dari siswa mungkin dari buku tersebut mungkin materinya terlalu sulit maka itu menjadi tantangan untuk seorang guru karena dia harus menyesuaikan materi dari bahan sumber ajar itu sesuai dengan kemampuan siswanya. Yang selanjutnya mungkin saat ini karena masih ada kurangnya media dan juga sarana dan prasarana yang masih kurang karena dalam proses pembelajaran penerapan implementasi kurikulum merdeka ini harus didukung dengan sarana dan prasarana. Ada beberapa sarana dan prasarana tetapi itu masih kurang karena kebetulan gurunya banyak dan juga kelasnya banyak.

11. Menurut Bapak/Ibu apakah menggunakan modul ajar lebih memudahkan guru dalam mengajar?

Menggunakan modul ajar lebih memudahkan guru dalam mengajar karena menurut saya dari pengalaman mengajar modul ajar itu sangat membantu dan

sangat memudahkan seorang guru dalam proses mengajar tersebut karena di dalam modul ajar itu sudah ada beberapa langkah-langkah yang harus dilakukan atau konsep seorang guru atau langkah-langkah guru dari pembukaan, kegiatan inti dan juga penutup. Itu sangat membantu untuk proses berjalannya proses mengajar.

12. Dalam mengimplementasikan kurikulum merdeka di kelas apakah guru kelas telah melaksanakan sesuai dengan karakteristik kurikulum merdeka?

Untuk guru kelas yang ada di sini, kalau menurut dari beberapa kelas dan juga wali kelas itu sudah melaksanakan sesuai dengan karakteristik kurikulum merdeka. Sudah hampir semua kelas dan juga wali kelas sudah melaksanakan karakter karakteristik kurikulum merdeka tersebut.

13. Menurut Bapak/Ibu apa yang menjadi kendala guru dalam Implementasi kurikulum merdeka di kelas?

Beberapa pengalaman saya kendala guru itu umumnya itu biasanya yang pertama itu kurangnya pemahaman dan juga persiapan guru ya karena masih ada beberapa guru baik itu guru kelas maupun guru bidang studi yang masih membutuhkan pemahaman yang lebih baik lagi tentang kurikulum merdeka, karena kurikulum merdeka ini kan baru beberapa tahun diterapkan di sekolah jadi masih ada beberapa wali ataupun ustadz baik itu wali kelas maupun guru bidang studi itu belum terlalu paham tentang apa itu apa tentang kurikulum merdeka tersebut. Untuk yang selanjutnya yaitu yang menjadi kendala itu adanya perbedaan karakteristik dari siswa ini sudah dijelaskan sebelumnya karena berapa karakter dari siswa itu sendiri sulit untuk mengimplementasikan dari kurikulum tersebut, karena seorang guru itu harus menyesuaikan dari karakter siswa masing-masingnya. Dan untuk kendala selanjutnya yaitu kurang keterampilan dari teknologi atau istilahnya GAPTEK. Karena masih ada beberapa wali ataupun ustad yang memang masih kurang trampil itu teknologi sedangkan dalam kurikulum merdeka ini biasanya itu menggunakan sarana dan prasarana teknologi untuk dalam mendukung proses pembelajaran. Dan kendala selanjutnya yaitu persiapan yang kurang sempurna sebelum memulai pembelajaran, dalam kurikulum merdeka ini seorang guru itu memang harus mempersiapkan bahan ajar atau perangkat ajar itu memang harus disiapkan dengan matang atau baik. Maksudnya secara matang harus disiapkan memang sesuai dengan kebutuhan terkadang persiapan tersebut masih ada yang belum sempurna dan bahkan mungkin terlaksana tidak sesuai atau hanya 80% saja yang dijalankan berdasarkan dari rancangan ataupun dari modul atau bahan ajar yang disiapkan sebelumnya. Yang selanjutnya mungkin kendala itu sulit menjaga konsentrasi dan juga motivasi sesuai karena dalam kurikulum merdeka ini siswa itu lebih maksudnya lebih berperan lebih aktif jadi mungkin kalau kurang fokus atau kurang konsentrasi dan juga motivasi itu menurut saya menjadi kendala juga dalam implementasi kurikulum tersebut.

14. Bagaimana system penilaian pada kurikulum merdeka yang Bapak/Ibu pahami?

Sistem penilaian pada kurikulum merdeka yang saya pahami ini berbeda dengan kurikulum kurikulum 13 sebelumnya, karena kalau di kurikulum merdeka ini untuk penilaiannya itu tidak ada pemisahan antara penilaian kognitif, keterampilan, sikap dan juga perilaku siswanya dan disini penilaiannya itu secara keseluruhan baik itu secara kognitif, keterampilan, sikap dan juga perilaku siswa. Dan juga untuk penilaian yang dari saya fahami disini penilaiannya secara kognitif dan keterampilan itu berdasarkan dari tujuan pembelajaran tersebut, tujuan pembelajaran tersebut sudah sesuai atau tidak, sudah tercapai atau tidak. selain itu untuk sistem penilaian juga berdasarkan dari profil pelajar pancasila dari siswa tersebut.

15. Apa saja kendala Bapak/Ibu dalam pelaporan penilaian siswa pada kurikulum merdeka?

Kendala dalam pelaporan penilaian siswa pada kurikulum merdeka untuk kendalanya itu bisa jadi yang pertama itu beban kerjanya yang tinggi, kalau untuk laporan nilai tetap laporan nilai itu karena dikenal beban kerjanya tinggi, karena mungkin dead line juga dan jumlah siswa dan kelas yang banyak. Itu menurut saya menjadi kendala, menjadi beban kerja menjadi terlalu tinggi maksudnya kita harus bekerja lebih-lebihan lagi maksudnya untuk laporan penilaiannya karena jumlah siswa yang terlalu banyak dan juga kelasnya juga yang banyak.

Selanjutnya untuk kendalanya yaitu jumlah siswa yang beragam dari masing-masing siswa, itu juga dapat menjadi kendala menjadi kendala seorang guru karena mengapa dari siswa yang beragam tersebut bagaimana caranya untuk tujuan pembelajaran atau penilaian pembelajaran tersebut tercapai. Karena itu bisa mempengaruhi dari penilaian dari guru.

Dan selanjutnya menurut saya kendalanya yaitu mungkin dilihat dari sisi nilai siswa ya karena dari beragamnya siswa tadi ada beberapa siswa, karena tidak semua siswa dari pembelajaran yang kita terapkan dari pembelajaran yang kita implementasikan ada beberapa siswa yang belum sepenuhnya memahami dari tujuan pembelajar atau materi tersebut sehingga ada siswa yang memang nilainya itu sangat rendah atau di dalam kurikulum merdeka itu namanya perlu bantuan yang perlu dibantu dan juga dibimbing dan itu merupakan salah satu kendala dalam laporan. Dengan nilai siswa yang rendah atau tidak sesuai dengan tujuan pembelajaran itu menjadi suatu evaluasi juga untuk seorang guru dalam pelaporan, itu menjadi kendala bagaimana seorang anak ini karena nilainya yang masih rendah dan bagaimana untuk penilaiannya itu bisa mencapai maksudnya bisa mencukupi, mungkin kita lihat dari kognitifnya, itu saja untuk kendala tentang pelaporan penilaiannya.

16. Menurut Bapak/Ibu apa kelebihan dan kekurangan dari kurikulum merdeka?

Menurut saya kelebihan dari kurikulum merdeka itu banyak ya salah satunya pembelajaran yang disesuaikan dengan kebutuhan siswa dimana kurikulum merdeka ini menerapkan atau menyiapkan materi ataupun pembelajaran itu sesuai dengan kebutuhan masing-masing siswa. Yang kedua kelebihannya itu guru dapat memilih metode yang tepat untuk mengajar dalam hal ini seorang guru diberikan kesempatan maksudnya dapat memilih metode apa saja yang tepat yang sesuai dengan kebutuhan dan karakteristik dari siswanya masing-masing itu merupakan salah satu kelebihan dari kurikulum ini yang mungkin yang selanjutnya yaitu dengan adanya kebebasan, dengan adanya kurikulum merdeka ini dapat memberikan kebebasan siswa sehingga siswa itu dapat meningkatkan kreativitas masing-masingnya, karnakan kurikulum merdeka ini siswanya diberikan kebebasan dalam proses pembelajarannya sehingga dapat meningkatkan dari kreativitas siswa tersebut. Dan untuk selanjutnya yaitu meningkatkan motivasi siswa untuk belajar, kurikulum ini juga dapat memberikan motivasi yang baik yang untuk siswanya dalam belajar.

Untuk selanjutnya kekurangan, untuk kekurangan menurut saya yang pertama yaitu memerlukan peran aktif siswa dalam pembelajaran ya karena dalam kurikulum ini siswa itu dituntut atau bukan itu maksudnya siswa itu diberikan kebebasannya diberikan kebebasan dalam meningkatkan kreativitas dalam proses pembelajaran sehingga siswa itu harus aktif dalam proses pembelajaran dan ini menurut saya tidak semua siswa itu aktif dan mandiri dan mandiri sehingga itu merupakan salah satu kekurangan, dan tidak semua siswa itu mampu meningkatkan kreativitas dalam proses pembelajaran tersebut. Poin kedua yaitu memerlukan peran aktif guru dalam mengembangkan pembelajaran, dalam hal ini guru harus dituntut waktu yang ekstra dan upaya yang ekstra sehingga guru dapat mengembangkan pembelajaran akan bagaimana pembelajaran yang memang disesuaikan dengan kebutuhannya mungkin itu menurut saya. Kenapa guru itu harus lebih ekstra lagi, bagi waktu maupun upaya dalam mempersiapkan proses sebelum pembelajaran tersebut dan selanjutnya mungkin memerlukan waktu dan sumber daya yang besar di sini maksudnya merupakan kekurangan ini bagaimana siswa diberikan kebebasan untuk mengatur pembelajaran sehingga dengan itu kita banyak mengeluarkan waktu ekstra waktu yang berlebih dan juga kita juga membutuhkan bimbingan tambahan untuk siswa, dimana kalau mungkin di kurikulum sebelumnya kita biasanya guru bisa langsung memberikan materi ajar, dan juga bisa langsung membimbing dari siswa yang memang membutuhkan ajaran tambahan. Tapi di kurikulum merdeka ini siswa diberikan kebebasan sehingga seorang guru itu memang perlu waktu yang lebih dan juga sumber daya yang lebih bisa dikatakan karena tidak semua siswa itu paham dan tidak semua siswa itu aktif jadi kita harus ekstra dalam membimbing dalam memberikan bimbingan tambahan

untuk siswa tersebut.

17. Apakah Bapak/Ibu memiliki riwayat dan latar belakang medis yang dapat mengganggu proses belajar mengajar di kelas?

Untuk saat ini saya tidak memiliki riwayat dan latar belakang khas tentang kesehatan jadi alhamdulillah tidak ada yang mengganggu untuk masalah kesehatan, tidak mengganggu dari proses pembelajaran mengajar di kelas tersebut. Tidak ada riwayat penyakit yang parah atau serius.

18. Apakah Bapak/Ibu memiliki riwayat dan latar belakang medis yang dapat mengganggu proses belajar mengajar di kelas?

Motivasi dan minat saya dalam informasi merdeka karena kurikulum merdeka ini dia memberikan kebebasan kepada siswa dalam implementasikan minat dan bakat mereka dan itu menurut saya sangat bagus karena kita memberikan kesempatan untuk siswa dalam meningkatkan kreativitas dan juga minat dan bakatnya. Selain itu dalam kurikulum merdeka ini guru itu secara fleksibel mengajar atau kita mengajar itu sesuai berdasarkan memang berdasarkan kebutuhan siswa atau kemampuan siswa itu sendiri.