



ANALYSIS OF TEACHER READINESS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM AT SENIOR HIGH SCHOOL 1 SAMATURU

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Abstract

This study aims to analyze teacher readiness in implementing the independent learning curriculum at SMA Negeri 1 Samaturu. This is motivated by the change in curriculum at SMA Negeri 1 Samaturu which makes teachers have to carry out the learning process on the independent curriculum implemented at school. Even though there is already an independent learning platform, teachers still need adjustments in implementing an independent curriculum such as learning strategies, facilities and infrastructure to support the teaching and learning process, the teaching materials used also still follow the steps in the previous curriculum learning so that teachers need to prepare themselves during the teaching and learning process. The type of research used in this research is descriptive research with a qualitative approach. The instruments used were observation sheets and interview guidelines. This research was conducted at SMA Negeri 1 Samaturu with 20 teachers as the research subjects. Data collection techniques in this study used observation, interview, and documentation techniques. The data analysis used is qualitative data analysis technique according to Miles and Huberman. Based on the results of the study, it can be seen from the five predetermined indicators, namely the teacher's understanding of the structure of the independent curriculum, the teacher's readiness in lesson planning, the teacher's readiness in the learning process, the readiness of the teaching module in lesson planning and the readiness of learning assessment in general, it can be concluded that they are ready, this is supported by the fact that all SMA Negeri 1 Samaturu teachers have participated in training on the implementation of the independent curriculum, so they understand the policies in implementing the independent curriculum, besides that all teachers already have and are able to compile teaching tools in the independent curriculum.

Keywords: Teacher, Curriculum, Independent Learning

A. Introduction

Teachers are a profession that requires special expertise, this type of work cannot be done by just anyone outside the field of education with the main task of educating, teaching and training which is expected to produce generations who are ready to face the challenges of their times (Noor, 2017). A teacher must be committed and willing to continue learning to improve their competence in facing all changes that occur related to their duties as educators in order to achieve the desired learning objectives. In order for these goals to be achieved, a comprehensive educational plan is needed, where the plan is outlined in the curriculum (Ramadina, 2021).

According to Elisa (2018), the curriculum is a very important tool for the success of an education, without an appropriate and appropriate curriculum it will be difficult to achieve the desired educational goals. Indonesia itself has experienced several curriculum changes, most recently the change in the Education Unit Level Curriculum (KTSP) to the 2013 National Curriculum or the 2013 Curriculum and currently the Merdeka Curriculum is an option for schools that are ready to implement it in the context of restoring learning due to the pandemic initiated by the Minister of Education and Culture, Nadiem Anwar Makarim. The independent curriculum according to Yassha and Setiawati (2022) is a curriculum with diverse, more optimal intracurricular learning so that students have enough time to explore the concepts and competencies that students have and project-based learning to develop soft skills and character according to the Pancasila learner profile.

The implementation of the independent curriculum still reaps many pros and cons from various parties, especially teachers, who are confused by the implementation of the independent curriculum. They realise that they do not have enough experience in using the independent curriculum learning tools. In implementing an independent curriculum, a teacher must be well prepared so that the results are as expected, where the success of curriculum implementation is greatly influenced by a teacher's ability to apply and implement the curriculum (Mulyasa, 2014).

Teacher readiness in designing lessons is the key to successful learning in the classroom in creating learning situations for students to play an active role in carrying out their duties (Azizah, et al., 2021). Meanwhile, according to Saepuloh (2018), teacher readiness can be interpreted as readiness to create learning situations for students to play an active role in carrying out their tasks, and can be described as a control tool that allows the achievement of learning objectives.

One of the education units in Kolaka Regency that implements the independent curriculum is SMA Negeri 1 Samaturu. Based on the results of an interview conducted with one of the teachers at SMA Negeri 1 Samaturu, it is known that with the change in curriculum, teachers have difficulty in implementing the learning process in the independent curriculum implemented at school. Even though there is already an independent learning platform, teachers still need adjustments in implementing the independent curriculum such as learning strategies, facilities and infrastructure to support the continuity of the teaching and learning process. The teaching materials used also still follow the steps in the previous curriculum learning, making teachers confused during the teaching and learning process.

B. Methodology

1. Research Design

The type of research used in this research is descriptive qualitative research which aims to fully describe and explain and answer in more detail the problems to be studied in an individual, group or an event regarding the various phenomena studied regarding teacher readiness in implementing the independent curriculum at SMA Negeri 1 Samaturu (Rukin, 2019).

This research was conducted at SMA Negeri 1 Samaturu, Samaturu District, Kolaka Regency, Southeast Sulawesi Province. The research location is presented in Figure 1. This research was conducted in the odd semester of the 2023/2024 academic year. The subjects in this study were all teachers who taught in class X and class XI of SMA Negeri 1 Samaturu, totalling 20 teachers.

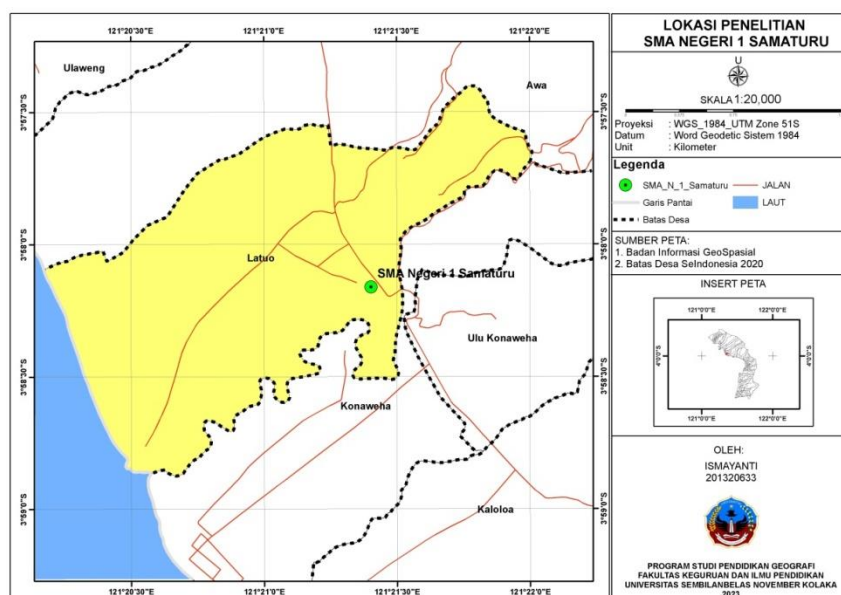


Figure 1. Research location

2. Instruments

The research instruments used to collect data in this study are using observation sheets, and in-depth interview guidelines aimed at exploring and collecting information related to teacher readiness in implementing the independent learning curriculum at SMA Negeri 1 Samaturu.

3. Technique of Data Analysis

The data analysis technique used is qualitative data analysis according to Miles and Huberman in Sugiyono (2017) which states that it is carried out interactively and continues continuously until completion, so that the data is saturated, these activities are data reduction, data presentation and data verification. The data analysis technique is carried out to determine teacher readiness in implementing the independent curriculum by looking at the five (5) indicators of teacher readiness in implementing the independent curriculum according to Kurnia and Novaliyosi (2023), if the five (5) indicators are met, it can be said that the teacher's readiness in implementing the independent curriculum at SMA Negeri 1 Samaturu is concluded to be ready, and if the five indicators have not been met, the teacher's readiness in implementing the independent curriculum at SMA Negeri 1 Samaturu can be concluded to be not ready. The indicators of teacher readiness in implementing the independent curriculum are teacher understanding of the independent curriculum structure, teacher readiness in lesson plans, teacher readiness in the learning process, teaching module readiness, and learning assessment readiness.

C. Findings and Discussion

1. Teacher Understanding of the Independent Curriculum Structure

Based on the results of interviews that have been conducted regarding teachers' understanding of the structure of the independent curriculum at SMA Negeri 1 Samaturu, it shows that the school has made efforts in conducting training and also socialisation of the implementation of the independent curriculum. The training on the implementation of the independent curriculum has been carried out more than 3 times, both offline which is held at SMA Negeri 1 Samaturu school and online. The trainers are the driving school teachers, school supervisors and also invite presenters from other schools who understand the implementation of the independent curriculum. This is as the following informant interview:

"Yes, more than three times, both online and offline. The presenters are the driving school teachers, school supervisors, and sometimes we also invite presenters from other schools" (Interview, 23 October 2023).

The informant's opinion in the interview above illustrates that the training on the implementation of the independent curriculum at SMA Negeri 1 Samaturu has been carried out

more than 3 times which was attended by SMA Negeri 1 Samaturu teachers offline which was held at SMA Negeri 1 Samaturu school, while the training on the implementation of the independent curriculum online, SMA Negeri 1 Samaturu teachers conduct independent training on the Merdeka Mengajar (PMM) platform, where this platform is very important for teachers in getting references, inspiration and also various understandings of the independent curriculum. The training on the implementation of the independent curriculum at SMA Negeri 1 Samaturu is presented in Figure 2. below:



Figure 2. Independent Curriculum Implementation Training at SMAN 1 Samaturu

The training that has been attended, teachers have an understanding of the policies applied to the independent curriculum. This is as described in the interview conveyed by the informant as follows:

"This independent curriculum policy, so teachers are given the freedom to choose and develop Learning Objectives (TP) that will be taught to students, Basic Competencies (KD) and Core Competencies (KI), are changed to Learning Outcomes (CP), the syllabus is changed to the Flow of Learning Objectives (ATP), the term lesson plan in the previous curriculum is also changed to Teaching Modules (MA) and P5 learning activities are applied "(Interview 23 October 2023).

The informant's opinion above illustrates that teachers already know what policies have been set by the government regarding the implementation of the independent curriculum. As the results of the interview above show that teachers are given the freedom to choose and compile each Learning Objective (TP) that will be taught to students, Basic Competencies (KD) and Core Competencies (KI) are changed to Learning Outcomes (CP), the term Learning Implementation Plan (RPP) in the previous curriculum is changed to Teaching Modules (MA), and the syllabus is also changed to the Flow of Learning Objectives (ATP) and there are learning activities for the Pancasila project strengthening profile programme (P5).

2. Teacher Readiness in Learning Planning

The results of interviews with informants regarding teacher readiness in lesson planning in the independent curriculum at SMA Negeri 1 Samaturu show that teachers are ready to make and prepare all learning plan tools that will be taught to students, they have also attended training on the implementation of the independent learning curriculum. This is as described by the informant in the following interview.

"It is ready, and what needs to be prepared in implementing the first lesson plan is an initial assessment to find out the abilities and interests of students, what needs to be prepared is also the Flow of Learning Objectives (ATP), teaching modules, Learning Outcomes (CP), assessment formats and other teaching tools" (Interview 23 October 2023).

The informant's opinion above illustrates that teachers are ready to prepare all lesson plans that will be taught to students, where teachers need to prepare teaching tools such as, initial assessment to determine students' abilities and interests, Flow of Learning Objectives (ATP), Teaching Modules (MA), Learning Outcomes (CP), assessment instruments, namely

formative and summative and other teaching tools. The documentation of the teaching tools of SMA Negeri 1 Samaturu teachers in the following figure 3:

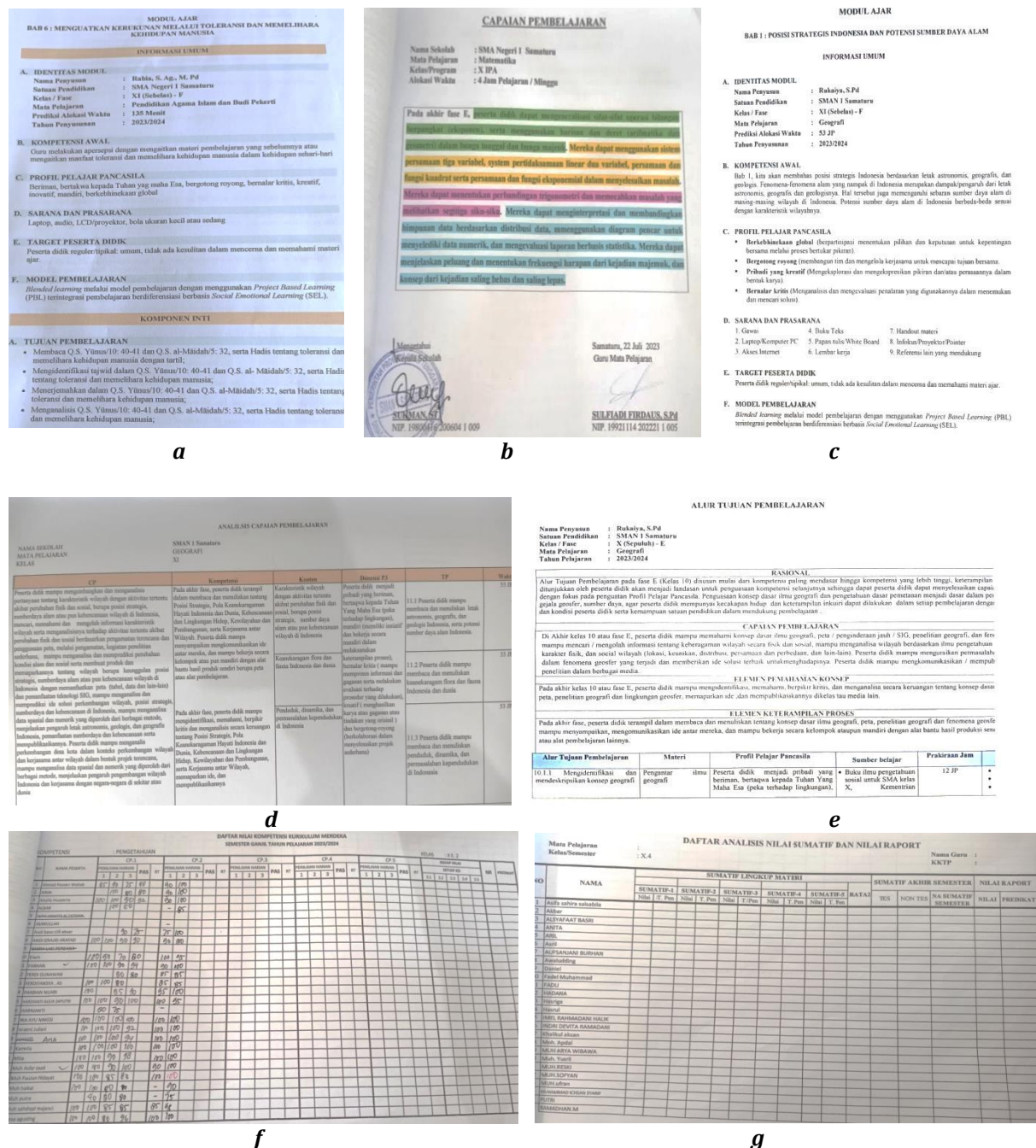


Figure 3. The documentation of the teaching tools of SMA Negeri 1 Samaturu teachers

Learning activities in schools do not run well and effectively if there is no good planning, where a teacher is categorised as professional if he has good and effective planning or learning activities for his students. Good and effective learning according to Yuniati and Prayoga, (2019) must have quality learning plans that are also in line with the educational objectives set by the government, where the better the learning plan, the better the learning process.

3. Teacher Readiness in the Learning Process and the implementation of the Pancasila Student Profile Strengthening Project Programme (P5)

The results of interviews that have been conducted regarding teacher readiness in the learning process of the independent curriculum show that SMA Negeri 1 Samaturu teachers are ready to carry out the learning process in the independent curriculum and are familiar with the implementation of the project programme to strengthen the profile of Pancasila students (P5), teachers have also implemented project-based learning at SMA Negeri 1 Samaturu school. However, in implementing and creating a project programme to strengthen the profile of

Pancasila students (P5), some teachers have obstacles in making the programme, as described in the following interview:

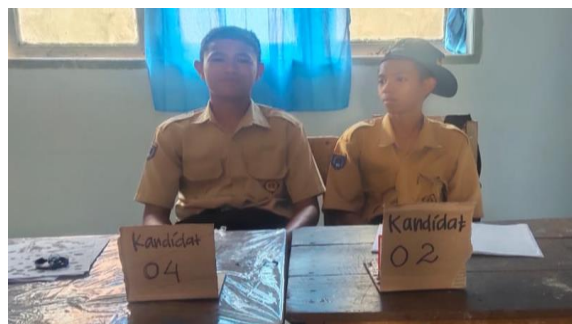
“Yes, I understand. The obstacle is that the strategies and procedures applied must adapt to the needs of students, and the motivation of students to participate in P5 activities is still minimal because students are easily bored” (Interview 23 October 2023).

The informant's opinion above illustrates that SMA Negeri 1 Samaturu teachers have understood the implementation of the project programme to strengthen the Pancasila student profile (P5). However, in the application of project-based learning, it is known that some teachers still experience difficulties. The difficulties experienced by the teacher, namely the strategies applied must adapt to the needs of students and the motivation of students to follow the project to strengthen the profile of Pancasila students (P5) which is still minimal, this is because the application of the project to strengthen the profile of Pancasila students (P5) applied by the teacher is sometimes not in accordance with the interests and talents of students, so that students are easily bored and bored during learning. Therefore, teachers need to think of ways to create an interesting project programme to strengthen the Pancasila profile (P5) according to the needs of students, and continue to motivate students to participate in project activities implemented at school.

The project programme to strengthen the profile of Pancasila students (P5) at SMA Negeri 1 Samaturu this year carries 2 (two) themes, namely the theme of the voice of democracy, and the theme of building the soul and body, where the theme of the voice of democracy and building the soul and body is applied in class X, and in class IX the theme of the voice of democracy is carried out only. Whereas the previous year, at the beginning of the implementation of the project programme to strengthen the profile of Pancasila students (P5) at SMA Negeri 1 Samaturu, the theme of sustainable lifestyles and entrepreneurship was raised, but it was only applied in grade X because at that time the independent curriculum was only implemented in grade X. The activities of the project programme to strengthen the profile of Pancasila students (P5) at SMA Negeri 1 Samaturu are presented in the following figure:



a



b



c



d



e



f

Figure 4. The activities of the project programme to strengthen the profile of Pancasila students (P5) at SMAN 1 Samaturu

The independent learning curriculum in the Pancasila learner profile is applied to develop students' abilities and character, where the Pancasila learner profile is developed through project-based learning which in this project-based learning the main goal is not the results but the character or process carried out by students. The successful implementation of project-based learning also depends on the teacher's ability to condition learning effectively by motivating students, supporting and guiding students during learning.

4. Teaching Module Readiness in Learning Planning

The results of interviews that have been conducted with informants related to the readiness of teaching modules in lesson planning show that teachers are ready and have attended training in preparing teaching modules more than three times This was conveyed in the following interview:

"We have conducted training more than 3 times both online and offline. This training was organised by the driving school teachers, school supervisors held at SMA Negeri 1 Samaturu school. The obstacle is that the process of preparing teaching modules takes a relatively long time because it is necessary to choose the right and interesting learning strategies and methods based on the demands of students" (Interview 27 October 2023).

The opinion of the informant above illustrates that teachers have participated in training in the preparation of teaching modules, where the training has been attended more than three times. However, in preparing the teaching material modules, teachers experience obstacles, where teachers need to choose appropriate and interesting learning strategies and methods according to the interests of students so that students become more active in the learning process. Another opinion from the informant regarding the readiness of the teaching module of SMA Negeri 1 Samaturu teachers in lesson planning shows that teachers still experience obstacles in making and compiling teaching modules. This obstacle is because there are too many points in the teaching module. As expressed by the informant in the following interview:

"The obstacle is because in preparing this teaching module, there are too many points in it. However, we as teachers, if asked whether we are ready or not ready for the implementation of this independent curriculum, are currently quite ready, it's just that we still need adjustments" (Interview, 01 November 2023).

The informant's opinion in the interview above illustrates that during the process of preparing the teaching module it takes a relatively long time, because there are too many points in the teaching module. The points in the teaching module such as module identity, initial competence, Pancasila learner profile, facilities and infrastructure, target students, learning model, learning objectives, understanding of meaning, triggering questions, learning activities, and assessment or assessment used, as well as teacher and learner reflections that are arranged systematically to achieve the expected success indicators. Although there are still some obstacles, it is not a big problem for teachers not to be ready for the implementation of this independent curriculum at SMA Negeri 1 Samaturu, it's just that currently teachers still need adjustments in compiling teaching modules because it is a new thing for teachers.

Teaching modules are one form of teaching tools used to be able to carry out learning, this module was prepared as an effort to develop teaching tools that guide education units and educators in carrying out projects to strengthen the profile of Pancasila students. Teachers' understanding of making teaching modules according to Magdalena, et al. (2020) is very important because the module is an effort to achieve the profile of Pancasila students. The teaching module is prepared in accordance with the learning material by adjusting the learning needs, evaluation and teaching modules are made as interesting as possible so that students are motivated to learn.

5. Learning Assessment Readiness

Learning assessment is an instrument used to be able to see whether the learning process has been effective or not and shows the results of students' achievement. Based on the results of interviews conducted with informants related to readiness in learning assessment, it shows that SMA Negeri 1 Samaturu teachers are ready to carry out formative and summative assessment instruments. This is as described in the following interview:

"Yes, I am ready, I use formative and summative assessment instruments. There are no obstacles encountered in conducting the assessment" (Interview 27 October 2023).

The informant's opinion in the interview above illustrates that in conducting assessments of students, using initial, formative and summative assessment instruments, it is known that SMA Negeri 1 Samaturu teachers are ready to conduct and compile research instruments. Other opinions from informants about the readiness of learning assessment in the independent curriculum show that some teachers still experience obstacles in conducting formative and summative assessments of students. This is as the informant's opinion in the following interview:

"Until now it is ready. The obstacles obtained when wanting to conduct an assessment are students who rarely come to school and students who are not active in class" (Interview, 27 October 2023).

The informant's opinion in the interview above illustrates that the obstacles experienced by teachers when conducting assessments are obtained when giving grades to students who rarely go to school, whose attendance is lacking and students who are not active in the learning process become an obstacle for teachers when conducting assessments. Formative assessment aims to be able to monitor learning and improve the learning process, as well as evaluate the achievement of learning objectives. Summative assessment is to understand student performance at the end of a learning unit. Formative and summative assessments in the independent curriculum which carries the concept of independence in learning for students will also affect the learning assessment carried out (Pertiwi, et al. 2023).

C. Conclusion

Based on the results of the research that has been conducted regarding teacher readiness in implementing the independent learning curriculum at SMA Negeri 1 Samaturu, it can be concluded that teacher readiness in implementing the independent learning curriculum is based on five (5) predetermined indicators in terms of teacher understanding of the curriculum structure, teacher readiness in lesson planning, teacher readiness in the learning process and implementation of the Pancasila Student Profile Strengthening Project program (P5), teacher readiness in compiling teaching modules and teacher readiness in learning assessment. In general, it can be concluded that they are ready, where all SMA Negeri 1 Samaturu teachers have fulfilled the five predetermined indicators, all teachers have attended training on implementing the independent curriculum, have understood the policies in implementing the independent curriculum, all teachers also have and are able to compile teaching tools in the independent curriculum.

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