

READINESS OF INDONESIAN LANGUAGE TEACHERS FOR IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM IN HIGH SCHOOLS

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Keyword

*teacher readiness, implementation,
independent learning curriculum*

Abstract

This study aims to describe the readiness of high school teachers to implement the Independent Learning Curriculum. This readiness includes the teacher's understanding of the curriculum and the ability to prepare the learning tools that are included in the learning module. facilities and infrastructure that also support the implementation of the Merdeka Learning curriculum. This type of research is descriptive with a survey approach. The subjects of this study were Indonesian language teachers at SMA Negeri 3 Surakarta. The data collection used questionnaires and interviews, which were then analyzed descriptively through categorization based on each characteristic. The results of the study show that Indonesian language teachers are ready to apply to the Free Learning Curriculum. This readiness can be seen in: (1) understanding of curriculum content (80.83%); (2) teacher readiness in lesson planning (80.17); (3) teacher readiness in implementing learning (74.43%); and (4) teacher's understanding of evaluation and learning completeness (68.75%); and (5) facilities and infrastructure that support the learning process (100%). To increase readiness to implement the Free Learning Curriculum, it is necessary to do more socialization and training in the preparation of learning modules.

INTRODUCTION

Success in education is not far from the preparation that teachers make to maximize the learning process, so preparation is very important to improve teacher quality in learning. This is in line with the opinion of Ayuni et al. (2021), which states that teacher preparation is very important for learning. The quality of learning in schools is not far from the readiness of teachers to implement the curriculum in these schools. Slameto (2010) states that readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to a situation. Aspects of readiness, according to Slameto (2010), are: According to Slameto (2010), there are three aspects of readiness: (1) physical condition, mental condition, and emotional condition; (2) need or motivation to achieve goals; and (3) skills, knowledge, and other understandings studied. Each level of readiness in this study is intended to be about the maturity and ability of Indonesian language teachers with all their competencies to implement the Merdeka Learning curriculum at SMA Negeri 3 Surakarta.

At the end of the odd semester or the beginning of the even semester in 2022, educational implementers, school managers, and especially teachers are faced with implementing a new curriculum, namely the Freedom to Learn Curriculum for Schools and Teachers. The rules regarding this prototype curriculum are contained in the Decree of the Minister of Education and Culture of Research and Technology Number 162/M/2021 concerning Driving Schools. Due to COVID-19, the government issued three national curriculum options for learning recovery: the

2013 curriculum, the emergency curriculum, and the prototype curriculum. The prototype curriculum is a continuation of learning policies in response to the COVID-19 pandemic. The 2013 Curriculum throughout Indonesia is a renewal and refinement of the 2006 Curriculum. The basic characteristics of the 2013 Curriculum lie in the approach used in developing it (Setiadi, 2016). Then, the curriculum prototype is a competency-based curriculum to support learning recovery by implementing project-based learning to support character development according to the Pancasila Student Profile. The application of the curriculum is certainly inseparable from the role of educators, especially in schools. The curriculum is designed to have many goals, and the application of the curriculum must be understood by educators or teachers. The prototype curriculum is still being implemented in a limited way in a number of schools, so it requires the views of the educator or teacher. It is this teacher's view that can later be used as a reference for implementing the prototype curriculum, while the independent learning curriculum is a curriculum that has freedom of thought, and the essence of this freedom of thought must be in the teacher first. Without it happening to the teacher, it is impossible for it to happen to the students (Ruhaliah, Sudaryat, Isnendes, and Hendrayana, 2020).

The learning process in the Free Learning Curriculum is one of the embodiments of very essential student-centered learning. Learning in the Merdeka learning curriculum provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and their implementation. Through a well-designed and implemented independent learning program, hard and soft skills will be firmly formed. The most important point in this learning process is to build an atmosphere conducive to a happy learning process. A pleasant learning atmosphere can, of course, greatly affect student interest and learning outcomes (Wahyuni and Naim, 2019). With an interesting learning atmosphere and a meaningful learning process, learning will also be of higher quality (Amreta, 2021). Apart from having an impact on students, it also has an influence on various aspects, one of which is the teacher, who is the spearhead in implementing the independent learning curriculum at the school. With every change in the curriculum, sometimes teachers still have difficulty implementing and properly implementing what is meant by the curriculum due to changes that are too fast with uneven preparation and socialization (Astiningtyas, 2018). In an open interview with an Indonesian teacher at SMA Negeri 3 Surakarta, it was said that the implementation of the independent learning curriculum requires teachers to always be ready for any changes to the curriculum, even though there are obstacles in each implementation process. SMA Negeri 3 Surakarta is the only public high school that has implemented an independent learning curriculum from 2021 until this research is conducted. This underlies the researchers' desire to examine the readiness of Indonesian language teachers to implement the independent learning curriculum at SMA Negeri 3 Surakarta. The purpose of this study was to find out how far the level of readiness of Indonesian teachers at SMA Negeri 3 Surakarta has advanced in implementing the independent learning curriculum.

METHOD

This study is a quantitative descriptive to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action, etc., in their entirety and with appropriate words and language, in natural contexts, and with some natural techniques. Researchers will interview five Indonesian teachers at SMA Negeri 3 Surakarta, the subject of the study, to obtain information about the implementation and readiness of teachers to accept the independent learning curriculum at the school. Interview support instruments include a list of general and in-depth questions, recording and photo-taking devices, and cell phones. The following are the questionnaire assessment categories based on Arikunto's book (2016):

TABLE 1. Category Assessment Questionnaire

| Category | Score | Percentage |
|------------------|-------|------------|
| Very Agree | 4 | 75-100% |
| Agree | 3 | 50-75% |
| Not enough Agree | 2 | 25-50% |
| No Agree | 1 | 0-25% |

Researchers discussed research findings qualitatively by using categories. Furthermore, the following is an explanation and description of the characteristics of each of the categories mentioned above. First, teachers are in the unprepared category, which means they do not know and understand the contents of the curriculum, do not prepare learning materials and strategies, and do not carry out learning evaluations according to the Merdeka Learning curriculum. Second, teachers are in the unprepared category, which means they do not fully understand the contents of the curriculum, materials, strategies, and evaluation of learning but only understand the demands of the school as a whole. Even though they do it only according to the needs of the school or agency, teachers also make lesson plans, materials and evaluation strategies. As part of their own learning modules, teachers have developed learning tools that include planning, implementing, and evaluating. The four categories are very well prepared, meaning that the teacher understands the contents of the curriculum (from the teacher's book to student practice) and prepares lesson plans, materials, strategies, and learning evaluations that are in accordance with the Merdeka Learning curriculum. They have also developed learning tools for planning, implementing, and evaluating and are able to implement them in schools. Researchers conducted data analysis using the Miles and Huberman Model (1984: 21–23). This method consists of a data model, drawing conclusions, and data reduction. In relation to the research focus, the data in this study are divided into relevant and irrelevant categories. Irrelevant data were not included in the analysis. Background or context codes, processes, activities, events, strategies, relationships, social structures, and narratives will be used to present data relevant to the research focus. The researcher then draws inductive conclusions from the data set based on each code (Kongen and Jaya, 2019).

RESULTS AND DISCUSSION

Based on the results of a survey using a questionnaire given to five Indonesian language teachers at SMA Negeri 3 Surakarta, the following are the results:

TABLE. 2 Indonesian Language Teacher Survey Results

| No | List Question | Results Percentage |
|----|--|--------------------|
| 1 | Teacher is ready in a manner psychological apply Curriculum Independent Study . | 73.3% |
| 2 | Teacher is ready in a manner Skills And knowledge apply Curriculum Independent Study . | 75% |
| 3 | Teacher is ready in make Device Learning (Module Learning). | 73.75% |

| | | |
|---|---|--------|
| 4 | Teachers use book shared references by Government Center during the learning process . | 86.6% |
| 5 | Teachers use various method learning in apply Curriculum Independent Study . | 75% |
| 6 | Teacher applies evaluation Curriculum Independent Study as specified by Government . | 68.75% |
| 7 | Means And Infrastructure used by the inner teacher apply Curriculum Independent Study . | 100% |

Teachers Are Psychologically Prepared to Implement the Free Learning Curriculum .

Based on the survey results, the gain obtained was 73.3%, so it was categorized as psychologically ready both mentally, physically and emotionally to implement the independent learning curriculum. Based on the results of the interviews, the occurrence of a pandemic has forced teachers to implement the curriculum so that they have to adapt to learning conditions that are being held online, hybrid, and currently offline. Even though the changes to the independent learning curriculum were made with several revisions, teachers can adjust Indonesian language learning.

Master Ready kindly Skills And Knowledge For Apply Curriculum Independent Study

The survey results stated that the score obtained was 75%, so it was categorized as ready in terms of skills and knowledge to implement the independent learning curriculum. By validating the results of the interviews, the teacher is ready to implement the independent learning curriculum, but there are obstacles to overcome, namely the lack of skills in mastering technology, so that when learning online, some teachers need to be guided in using online learning applications.

Master Ready in Make Device Learning (Module Learning)

Based on survey results , gains obtained ie 73.75 % so categorized as a ready teacher in make device learning that is form module learning made by the teacher. With results validation from interview i.e. the teacher is ready in make device learning form module learning . Material used by the teacher for made module learning refers on curriculum textbook independent learn already distributed to school from Government Center . However there is obstacles encountered that is lack of time in making module Because distance between socialization curriculum independent Study with year teachings new very near that is only One month , meanwhile in making curriculum teaching module independent Study is something new for teachers. Besides that's a problem mastery technology to the teacher too Still become obstacle For make module learning in the curriculum independent learn .

Teacher Use Book Shared Reference by Government Center During the Learning Process

Based on survey results , gains obtained ie 86.6% so can interpreted that very teacher Ready in use book reference from government that is textbook for newest student from curriculum independent learn . However obstacles encountered that is the textbook to be reference not enough complete , no like book from curriculum previously so the teacher completes material with use book curriculum latest And book from curriculum previously as well as material taken from the internet.

Teacher Use Various Method Learning in Apply Curriculum Independent Study

Based on survey results, gains obtained ie 75% so categorized as ready. Teacher is ready in use various method learning in apply curriculum independent Study in accordance with need Study student such as visual, auditory , kinesthetic or mix . Some of the obstacles that must be master in use various method classroom learning is limited time learning because reducing class hours consequence the covid'19 pandemic as well occasional student difficult directed use something method learning .

Teacher applies evaluation Curriculum Independent Study as specified by Government

Based on survey results, gains obtained ie 68.75 % so categorized as ready in apply evaluation curriculum independent Study from different government with evaluation on curriculum before. Evaluation in curriculum independent Study is test diagnostics, tests formative And summative. Obstacles faced is not yet all teachers apply evaluation the Because not yet exists definite reference as well as results test already done no in accordance with results in the field.

Means And Infrastructure Used By Master inside Apply Curriculum Independent Study

Based on survey results, gains obtained is 100% so category that is very ready. Means and infrastructure used by teachers at SMA Negeri 3 Surakarta very ready for apply curriculum independent learn. Then, available power technician for repair if there is constraint system or occurring network moment learning.

So, implementation curriculum independent studied at SMA Negeri 3 Surakarta already very effective Because curriculum the very Good if applied in accordance with instruction from government. However, because short time, lack mastery technology for teachers who have old and continuous reference changed for apply curriculum the make less teachers maximum in making device learning as well as aspect evaluation student but no reduce teacher quality in the learning process. Besides it, with exists change curriculum, no change results study student because the teacher doesn't change strategy learning with still use various method on learning with adapt need student. Means and adequate infrastructure also support success application curriculum independent studied at SMA Negeri 3 Surakarta

CONCLUSION

This research can be concluded into several things as follows. First, by concluding from the teacher's view of the interview and questionnaire processes, it was revealed that 80.83% of Indonesian teachers were ready to implement the Merdeka Learning Curriculum which consisted of 7 aspects, namely teachers who were psychologically ready to implement the Merdeka Learning curriculum, 73.3%, teachers were ready in terms of skills and knowledge in implementing the independent learning curriculum of 75%, third, teachers are ready to make learning tools (learning modules) of 73.75%, fourth, teachers are ready to use reference books from the central government in the learning process of the Independent learning curriculum of 86, 6%, fifth, the teacher is ready to use various learning methods in the learning process by following the time allocation and student needs of 75%, sixth, the teacher is ready to apply the assessment according to the government's references, the learning process of the Free Learning Curriculum is 68.75%, and finally teachers are ready to use facilities and infrastructure to support the learning process of the independent learning curriculum by 100%. So, it can be concluded that the readiness of teachers in implementing the curriculum they study at SMA Negeri 3 Surakarta can be categorized as very ready and effective as a model school in implementing the Free Learning Curriculum seen from the percentage of each aspect in the questionnaire and the results of interviews with Indonesian language teachers.

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