

Analysis of Teacher Readiness and Performance in the Implementation of the Independent Curriculum

Reza Okrianti¹ Aufa²

¹Faculty of Islamic Education and Teaching, State Islamic University, North Sumatra, Indonesia

Article Info

Article history:

Received March 12, 2024

Revised April 2, 2024

Accepted April 12, 2024

Keywords:

Analysis

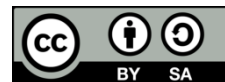
Teacher Readiness

Independent Curriculum

ABSTRACT (10 PT)

This research provides an overview of teachers' readiness to implement the Independent Curriculum in elementary schools and what they are doing and preparing. The place of this research is SDN 08 Ranah Batahan which is located in Batahan, Kec. Batahan Realm, West Pasaman Regency, West Sumatra. This research uses a qualitative approach, with qualitative phenomenology as the type of approach chosen. This research data was obtained through document study and observation and interviews as the main data. Elementary school teachers at SDN 08 Ranah Batahan class I and IV were informants for this research. In this research, the data analysis method consists of three stages: data reduction, data presentation, and data verification. The research results show that SDN 08 Ranah Batahan teachers are ready to implement the independent curriculum. This is shown by the fact that teachers try to convey values related to their understanding of the implementation of the independent curriculum, starting from understanding the concepts, objectives, mechanisms and structure of implementing the independent curriculum; second, teachers have learned more about preparation and planning the learning process; and third, the teacher has implemented appropriate methods. Based on the research results, it can be concluded that teachers at SDN 08 Ranah Batahan are trying their best to prepare for the implementation of the independent curriculum in elementary schools.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Reza Okrianti

Faculty of Islamic Education and Teaching, State Islamic University, North Sumatra, Indonesia

Email: reza45okrianti457@gmail.com

1. INTRODUCTION

Education is an important factor that truly determines the fate of humanity and improves the quality of human resources.(Khairuddin, 2022). In education, teaching and learning activities are the main activities in daily activities. With the existence of these teaching and learning activities, it will continue to provide the development of knowledge and experience. In teaching and learning activities, an educator is required to be able to create a pleasant learning atmosphere for all students.(DMR Lubis et al., 2021). One of the learning tools that must be owned by educational institutions is the curriculum. The curriculum, according to Susetyo & Sarwono in(Yuanita, 2024). is a collection of objectives, contents, plans, and arrangements related to achieving higher education goals. The curriculum also includes learning materials and methods used as an outline to determine how educational goals can be achieved.(ARH Hasibuan et al., 2022). According to(Albina et al., 2022).

Curriculum changes have been made repeatedly in Indonesia to improve the country's education system and continue to evaluate the shortcomings of the previous curriculum. The curriculum includes many things, such as educational goals, learning plans, and strategies expected by teachers as direct implementers in the field. Second, as material or content that will later be delivered to students, and the last is how and how the

curriculum is delivered (YW Lubis & Ritonga, 2019). so that with the existence of an independent curriculum, the success of the learning process can be measured properly, especially the use of media in learning aims to stimulate students so that an effective learning process occurs, especially for elementary school-aged children who still need concrete concepts and have not developed abstract thinking. (Inayah et al., 2024)

The curriculum for educators is a guideline in providing learning, in the curriculum there are a series of plans and also what programs the educators will provide to students. Likewise for students, the curriculum is considered a reference to find out what steps must be taken to achieve goals according to their respective levels of education. (Zebua et al., 2022). The ever-evolving era brings various changes, this is also experienced in the world of education where the curriculum must also adapt to the demands of the times and evaluations must continue to be carried out to improve and perfect the shortcomings in the previous curriculum (Prihantini, 2024).

The curriculum in Indonesia itself has often undergone changes in order to adapt to the needs and developments of the times. What is contained in education and what are the learning targets that they must achieve at each level (Aufa, 2022). Factors such as changes and developments in society, changing intellectual perspectives, and new thinking about the learning process all aim to improve the learning process. The government sets the structure and framework of the new curriculum and changes it according to the needs of each educational unit (Fadilla, 2023). The results of the previous curriculum evaluation also influence changes to the new curriculum, the shortcomings of the previous curriculum can be fixed with the new curriculum. Curriculum evaluation is very important for education (Intan, 2023). The curriculum in Indonesia itself has undergone various changes and program improvements in order to adapt to the needs and developments of the times. Improvements to the curriculum program carried out in Indonesia have been carried out starting from the Dutch curriculum, Japan, and in 1964 until the implementation of the independence curriculum (Afifatun Nisak & Yuliasuti, 2022).

The independent learning curriculum is a view that provides freedom for educational staff and students to determine learning methods. (Pertiwi et al., 2022). In addition, it also aims to present education with a fun concept for students and education personnel because so far it has only focused on increasing knowledge. The focus of Merdeka Belajar is to develop characters that are in line with Indonesian culture. (Daga, 2021). In the implementation of the independent curriculum, it is expected that students can form and run a project. Through the implementation of the project, students can develop their talents and skills. Among the projects of the independent curriculum is strengthening the Pancasila Student Profile (P5). The stages are carried out through two steps, namely conceptual and contextual (Sudibya et al., 2022).

Learning is done freely in formal conditions, flexibility in learning structures is also provided so that time allocation for learning activities can be adjusted and student activity can be increased because they are directly involved in strengthening various competencies in the Pancasila Student Profile. (Jojo & Sihotang, 2022). In addition, the learning model is one of the supporting factors in the process of transferring knowledge from teachers to students. (Harianja & Sapri, 2022). With this independent curriculum, students can think more creatively, such as exchanging ideas or combining various things into new ideas, then they can think critically by taking over and evaluating ideas. (ARH Hasibuan et al., 2022).

The Independent Curriculum emerged as a result of several factors that resulted in increasingly neglected assessments. Independent Learning is a policy regulation that aims to restore the neglected nature of assessments. The concept of Independent Learning aims to return the national education system to its legal nature, so that schools have the independence to interpret assessments of core competencies in the curriculum. (ARH Hasibuan et al., 2022). Indicators of Teacher Readiness in Implementing the Independent Learning Curriculum Indicators of teacher readiness in implementing the Independent Learning Curriculum can be seen from several factors. First, teachers need to have a deep understanding of the principles and objectives of the Independent Learning Curriculum, as well as the underlying concepts. They must understand that this approach emphasizes student empowerment, improving life skills, and developing individual potential (Cherly, 2024).

In addition, teachers also need to have skills and competencies in designing and implementing learning that is in accordance with the Merdeka Belajar Curriculum approach. They must be able to design student-centered learning activities, actively involve students, and enable students to learn independently (Gamar, 2024). Furthermore, teachers need to have the ability to use various learning methods and strategies that are in accordance with the Merdeka Belajar Curriculum. They must be able to integrate information and communication technology (ICT) into learning, use a variety of learning resources, and provide constructive feedback to students.

In addition, teacher readiness in implementing the Independent Learning Curriculum can also be seen from their ability to conduct comprehensive and continuous assessments ((Samuel, 2024). Teachers need to be able to use various assessment instruments that are relevant to the Independent Learning Curriculum approach, such as formative assessments and portfolios, to measure student progress holistically. Finally, teacher

readiness also includes commitment and motivation to continue developing themselves (Yamin & Syahrir, 2020). Teachers need to be prepared to undergo the necessary training and professional development in order to implement the Independent Learning Curriculum effectively (Putri, 2023).

They must be open to change, reflective of their learning practices, and ready to continuously improve the quality of teaching. Overall, indicators of teacher readiness in implementing the Independent Learning Curriculum include understanding, skills, learning methods, assessment, and commitment to professional development. With this readiness, teachers can become effective learning facilitators and encourage student progress and development in accordance with the principles of the Independent Learning Curriculum. (Usanto, 2022).

Teacher performance is the ability of a teacher to carry out learning tasks by describing an action displayed by the teacher during learning activities, and is responsible for students under his guidance with the aim of improving student learning achievement (Nur, 2024). Optimal teacher performance improvement requires clear standards to be set, so that it can be a reference for all teachers, teacher performance will be created if the teacher carries out his duties and responsibilities properly. Meanwhile, according to Panggabean et al., (2022), the main task of a teacher as an education staff in a school is to channel information in the form of knowledge that is used as provisions by students to be able to follow education to the next level, this is very much in line with the definition of a teacher stated in the Directorate General of Teachers and Education, Ministry of Education and Culture, 2020. The teacher's actions in carrying out the tasks given are often referred to as teacher performance (Mastur, 2024).

Teachers in the implementation as drivers of independent learning still experience difficulties in compiling authentic assessment instruments and implementing assessments in independent learning. (Sugiri & Priatmoko, 2020). The same thing is seen in Sutisno & Nurdiyanti's research which describes the difficulties teachers have in implementing free learning during the Covid-19 pandemic which is carried out online. (Sutisno & Nurdiyanti, 2020). The study also did not discuss the readiness of teachers in implementing the independent curriculum, even though teacher readiness is very important to determine the extent to which teachers are preparing to implement the independent curriculum. As educators, teachers facilitate the process of introducing and maturing students through learning. (Albina et al., 2022) (Daga, 2021). The study discusses the process of implementing the independent curriculum without discussing the readiness of teachers in implementing the independent curriculum (Dola, 2024).

Based on observations at SDN 08 Ranah Batahan, regarding the new policy of the "Independent Learning" learning system, the principal said that the implementation of independent learning first starts with the readiness of the teacher, then how is the teacher's understanding of the independent curriculum, after that it can be seen how the teacher's performance is in carrying out their duties in implementing the independent curriculum. The "Independent Learning" learning system is a new policy and of course there are obstacles and barriers in its implementation. Especially for teachers who are an integral part of education and an important component in learning, they must have a series of problems that must be resolved. Based on the analysis of the results of the survey or independent assessment when registering, some teachers do not understand the independent curriculum. Therefore, it is recommended to carry out independent training through the page that has been provided or the Merdeka Mengajar Platform. (interview with Ibu Nurhafni 3/10/2023)

Based on the interpretation of the problem, it is in this context that the researcher conducted a study on how prepared teachers are in implementing the independent curriculum, as well as how teachers' understanding and teacher performance are in implementing the independent curriculum, especially at the elementary school level. This study aims to determine how prepared teachers at SDN 08 Ranah Batahan are in implementing the independent curriculum. The reason for choosing this place is because of various considerations related to the fact that there has been no similar research in this place, then this research location is strategic and accessible to researchers because the condition of the school is on the side of the highway, and this study is interesting because to find out the implementation of independent learning, it first starts with teacher preparation and understanding. From the results of this study, it is hoped that institutions can immediately respond to things that their teachers are not ready for in implementing the independent curriculum related to teacher readiness in implementing the independent curriculum.

2. METHOD

The method used in this study is a descriptive method with a qualitative approach. Descriptive research is intended to reveal an objective picture of the conditions found in the object being studied. While the qualitative approach in question is carried out to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, actions and others holistically, and by means of description in the form of words and language, in a specific natural context and by utilizing various scientific methods. The subjects of this study were teachers at SDN 08 Ranah Batahan. Data collection techniques used

interviews, observations and documentation. In the research conducted by the researcher, the sampling technique used was Non Probability Sampling. Non probability sampling is a sampling technique which does not provide equal opportunities or chances for each element or member of the population that has been selected as a sample. In this study, the first and fourth grade teaching staff of SDN 08 Ranah Batahan Elementary School were used as samples according to the evaluation objectives. The data analysis technique used in this study was the inductive analysis technique which is the drawing of conclusions from specific facts, to then draw general conclusions. Some steps in data analysis include: (1) data collection, (2) data reduction, (3) data display and (4) drawing conclusions.

3. RESULTS AND DISCUSSION (10 PT)

Teachers' Understanding of the Independent Curriculum at SDN 08 Ranaha Batahan

Education that frees the activities of learners is a very important factor in terms of learning and success. This technology can realize the process of democratization of learning, namely democratization that reflects the reality that learning depends on the students themselves. Learning democracy means recognizing the child's right to learn according to their nature, (Sutisno & Nurdiyanti, 2020). The concept of independent learning takes place at different times and places, there are free choices, individual learning, project-based, field experiences and interpretation of information. As we know, learning is sometimes boring if it is only in the classroom. Therefore, with the concept of self-directed learning, it is hoped that students will not get bored with the teaching and learning process they follow (Muhammad Sholeh, 2024).

In the independence plan In this study, students are expected to adapt to understand the material by completing answers according to their abilities, such as playing games and solving challenges, the level increases quickly, so it is no longer an ordinary method. Learning This independence can also make students apply the skills learned in different situations (Syahfitri, 2023). Effective learning is through learning experiences that someone interacts directly with learning objects, using all five senses so as to cause changes in behavior. Behavioral changes must be relatively consistent, which is the end of a long period (Purwo, 2024).

Behavioral changes due to learning involve various aspects of personality, both physical and psychological, such as changes in understanding, problem solving or thinking, skills, abilities or attitudes. (Sutisno & Nurdiyanti, 2020). Learning is a task given to teachers, because teachers are professionals who are prepared for it. Learning (teaching) is a combination of the concepts of teaching (teaching) and learning (learning). In order for the implementation of learning to be effective and efficient, it must be led by a supervisor or similar official. (Symbolon & Sapri, 2022). Merdeka Belajar is a policy program initiated by the Minister of Education and Culture of the Republic of Indonesia, which aims to return the national education system to the heart of the law, giving schools, teachers, and students the freedom to innovate and learn freely, independently and creatively, where this freedom to innovate must come from teachers as the driving force of national education (Maulida, 2024).

The independent learning policy requires teachers to think, reflect and evaluate current problems. Teachers must now come up with a strategy to create good values amidst very rapid changes due to the development of technology and information (Zuliati, 2024). This is important because independent learning in the digital era has placed students outside of school through various cyberspace sites, (Sutisno & Nurdiyanti, 2020) The implementation of the independent curriculum has several teacher perceptions, including: understanding the structure of the RPP, understanding about device RPP learning, understanding the implementation of P5 (Pancasila Student Profile Strengthening Project), understanding the use of the RPP platform (Adolf, 2023).

Competence is a set of knowledge, behavior, and skills that teachers must have to achieve learning and educational goals. Competence is obtained through education, training and independent learning using learning resources ((Ni nyoman, 2023). The definition of qualification according to the Teachers and Lecturers Law is a set of knowledge, skills, and behavior that must be possessed, instilled, and guided by a teacher or lecturer in carrying out their professional duties. Teachers have a very important role in helping students achieve their life goals optimally (Nadrah, 2023). Teachers are also one of the most responsible figures as educators of the nation's children. People with high intelligence, intertwined with noble and steadfast characters, are the hope of parents. At least, parents already have this hope long before they believe in their child's school (Asnita, 2023).

From the perspective of state politics, the government has formulated four teacher competencies, for example government regulation No. 19 of 2005 concerning national education standards, namely: pedagogical, personal, social, and professional competencies. Teachers are expected to be able to fulfill their duties professionally by having and mastering these four competencies. The qualifications that must be possessed by trainers are indeed ideal as stated in government regulations. Therefore, teachers must always learn a lot in addition to their duties (Symbolon & Sapri, 2022).

Based on observations and interviews with the principal and teachers at SDN 08 Ranah Batahan, there

are several understandings of teachers in the implementation of the independent curriculum, including:

- 1) Teachers' understanding of the structure of the independent curriculum. The implementation of the independent curriculum at SDN 08 Ranah Batahan has been running for 1 year. And according to the results of interviews conducted by researchers regarding the structure of the independent curriculum, understanding the independent curriculum itself is mandatory. The schedule is made according to the class agreement and adjusted to the teacher's schedule such as in sports and English learning and tahfish. The learning schedule follows the regulations of the independent curriculum. The model or approach used in implementing the independent curriculum at SDN 08 Ranah Batahan is integrated because the independent curriculum is flexible. As for the teacher's understanding of
- 2) Teachers' understanding of independent curriculum learning devices. According to the results of research conducted by researchers, there are definitely obstacles in compiling learning devices. Based on the results of an interview with Mrs. Winda, who currently teaches in grade 1 of SDN 08 Ranah Batahan, she knows about teaching modules, components in teaching modules, and criteria for good teaching modules. However, Mrs. Winda had difficulty in determining creative media and finding references when creating teaching modules. Based on the results of the interview, determining creative media and finding references when creating teaching modules for the Independent Curriculum is a challenge. Finding media that motivates students to learn in the context of the Independent Curriculum which emphasizes innovation and creativity is a difficult challenge. This is because the media can not only help in disseminating information but can also increase students' enthusiasm for learning. In addition, difficulties are also experienced in finding the latest resources that are in accordance with the needs of students and meet the requirements of the Independent Curriculum. Rapidly changing technological developments and learning needs are also challenges in choosing the right media. Furthermore, based on the results of the interview with Mrs. Delfi who currently teaches in grade 4 of SDN 08 Ranah Batahan, she knows about the teaching module and its components. However, Mrs. Delfi still has difficulty in determining learning outcomes, determining learning objectives, making assessments, while in making learning steps and determining media that are in accordance with the teaching module made, she did not experience difficulties. Based on the results of the interview, Mrs. Delfi had difficulty in determining learning outcomes and determining learning objectives due to the diversity of needs and abilities of different students. Furthermore, in making assessments, Mrs. Delfi experienced obstacles due to a lack of understanding in compiling assessments that must be able to show student achievement as a whole. In addition, finding references that are in accordance with the principles of the Independent Curriculum is also an obstacle because the need to find reference sources that are in accordance with the curriculum continues to grow.
- 3) Teachers' understanding of the P5 Pancasila student profile strengthening project is a learning activity that aims to develop student character and competence in accordance with Pancasila values. According to the results of research conducted by researchers related to P5 at SDN 08 Ranah Batahan, its implementation is adjusted to the theme that has been set by the Ministry of Education and Culture, schools can choose the theme that will be run according to the readiness of the school and the conditions of each class. Each school is different according to its respective teachers, but the theme is adjusted based on the theme that has been set by the Ministry of Education and Culture. For this year, P5 at SDN 08 Ranah Batahan from class 1 with the theme "Sustainable Lifestyle" with the Title P5 "Plants in My Surroundings". while in class 4 with the theme "Sustainable Lifestyle" with the Topic P5 "processing plastic waste into flowers and painted pots." The stages themselves have been explained in several socializations and trainings that have been attended by class teachers. How to identify the readiness of the implementation of P5 (Pancasila Student Profile Strengthening Project) is seen from the preparation of the theme to be created, then seen from the facilities, and seen what the human resources are like. Teachers are also required to understand the dimensions of P5, character traits and competencies that are expected to be possessed by students and the dimensions themselves are many such as the dimensions of diversity, independence, mutual cooperation, critical thinking, creativity, faith in God Almighty, and noble character that can be related to the theme we choose in the implementation of the P5 dimensions can be adjusted to the conditions and needs of the school. The results of the implementation of P5 are of course documented and reported in the final results. After the process of making P5 and seeing the results, the teacher must have conducted an evaluation.
- 4) Teachers' understanding of the use of the Merdeka Teaching platform. According to the results of research conducted by researchers regarding the use of the Merdeka Teaching Platform. Teachers always use the teaching platform to support the Implementation of the Merdeka Curriculum at SDN 08 Ranah Batahan. How to access the Merdeka Teaching platform can use the application on an

Android device or via the Merdeka Teaching website. Of course, teachers understand the menu or site in the Merdeka Teaching platform. Teachers at SDN 08 Ranah Batahan have participated in independent training on the Merdeka Teaching platform. Teachers at SDN 08 Ranah Batahan always upload evidence of their work to the Merdeka Teaching platform. You follow the community on the Merdeka Teaching platform, namely the Fun School Movement (GSM) community. You use the inspirational videos on the Merdeka Teaching platform to find references and sources of knowledge. You at SDN 08 Ranah Batahan take training on the use of the LMS on the Merdeka Teaching platform to understand and implement the Merdeka Curriculum. You use a collection of superior content that contains content that can inspire you on the Merdeka Teaching Platform.

Related to the structure of the independent curriculum, to understand the independent curriculum itself, it is mandatory to make a schedule according to the class agreement and adjust it to the teacher's schedule, such as in sports and English learning and tafish. The learning schedule follows the independent curriculum regulations, Teachers' understanding of the independent curriculum learning tools. In compiling learning tools, there are definitely obstacles in class 1, teachers know about teaching modules, components in teaching modules, and criteria for good teaching modules (Ismayanti, 2024). However, teachers have difficulty in determining creative media and finding references when making teaching modules. While in class 4, teachers know about teaching modules and their components, but the teacher still has difficulty in determining learning achievements, determining learning objectives, making assessments, while in making learning steps and determining media that are in accordance with the teaching modules made, there are no difficulties. Teachers' understanding of the Pancasila P5 student profile strengthening project, namely learning activities that aim to develop student character and competence in accordance with Pancasila values. Regarding P5 at SDN 08 Ranah Batahan, its implementation is adjusted to the theme that has been set by the Ministry of Education and Culture. Schools can choose the theme that will be implemented according to school readiness and class conditions. Teachers' understanding of the use of the Merdeka Mengajar platform. Sir/Madam at SDN 08 Ranah Batahan participated in training on the use of the LMS in the Merdeka Mengajar platform to understand and implement the Merdeka curriculum. Sir/Madam utilizes a collection of superior content that contains content that can inspire Sir/Madam in the Merdeka Mengajar Platform.

Teacher Readiness in Implementing the Independent Curriculum at SDN 08 Ranah Batahan

Readiness, according to Slameto, is a teacher's full condition that prepares him to act or respond to certain situations. According to (FH Hasibuan, 2021), a competent instructor is someone who has a sufficient level of readiness to carry out an action because readiness is competence. This planning is based on the teacher's understanding, mindset, and their own skills. In addition, Peters argues that teachers have responsibilities and responsibilities as teachers, managers, and class managers.

The overall ability of teachers in this case includes their ability to respond and practice attitudinal skills, which include attitudes, abilities, and mindsets needed to be present and ready to complete certain tasks. Teachers in primary and secondary education are considered professionals with the main tasks of teaching, instructing, guiding, directing, training, assessing, and evaluating students. Therefore, teacher readiness can be defined as a state in which teachers have the social and emotional abilities to teach. According to (Inayah et al., 2024) As a new curriculum, the Merdeka Curriculum demands the readiness of teachers and students, including technology adaptation. To be a good instructor, teachers must have digital literacy, including mastery of the four pillars of digital literacy.

Learning today cannot be separated from digital literacy. Given that the teaching resources prepared by the government are all available in digital form on the Merdeka Teaching application and the Kemdikbud website, teachers who have the right digital literacy can learn a lot to be ready to implement the Merdeka curriculum. In addition, this community activity helps instructors prepare to face the new challenges of the Merdeka curriculum. To improve teacher readiness in implementing the Merdeka curriculum, further community service related to digital literacy is needed. (Khairuddin, 2022). The above points show that teachers must prepare many things to implement the independent curriculum in this school, including teaching materials, differentiated learning, teaching materials (books and modules), student achievement, student objectives, formative assessments, models, strategies, methods, absences, and grade lists.

In addition, based on the analysis of research results related to teacher readiness in implementing the independent curriculum based on 6 indicators. The indicators are measuring understanding of curriculum structure and attributes, readiness of learning plans, implementation of learning, teaching modules from the center for learning, facilities and infrastructure, learning assessment. (FH Hasibuan, 2021).

First, understanding the structure and attributes of the curriculum. The results of observations with grade 1 and 4 teachers showed that teachers understood the characteristics, uniqueness, and structure of the Merdeka Curriculum curriculum, although not entirely. (Lubis, 2021). Teachers know that the Elementary School Independent Curriculum consists of intracurricular learning and projects to improve the profile of

Pancasila students (P5). Teachers said that examples of independent curriculum learning in elementary schools are still few, so teachers do not have a clear understanding of how the independent curriculum is implemented. However, these teachers are still learning. They attend seminars on the independent curriculum held by the education office. Training should be given to teachers to improve their understanding of the structure of the independent curriculum.

Observation results with teachers in grades 1 and 4 showed that they did not understand how to make a lesson plan for the independent curriculum. This is the second indicator related to the readiness of the lesson plan. These teachers must be trained in making a lesson plan. In dealing with a new curriculum that must be adjusted to the conditions of educational institutions, planning is an important part. Of course, all of these activities aim to make an effective and interesting lesson plan. (Munawar, 2022). The independent curriculum frees schools to choose what to teach their students.

Next, the third indicator is related to the implementation of learning (Lubis, 2021). Considering that the curriculum to be used is a new curriculum, teachers need to adjust the learning process. The results of observations with teachers at SDN 08 Ranah Batahan showed that the learning process was adjusted to the new curriculum. The process standards as regulated in Permendikbud No. 137 of 2014 include learning planning, learning implementation, learning evaluation and learning supervision. (Haryani & Qalbi, 2021). The teachers also said that the implementation of the independent curriculum is to provide freedom for students to choose the learning activities they want.

Learning at SDN 08 Ranah Batahan is based on the independent curriculum. This is mainly applied in grades 1 and 4, with changes made gradually and starting with the most basic. This aims to make the curriculum easier for teachers and students to adapt. Grade 1 and 4 teachers stated that they use teaching modules from the center for learning, which are then adjusted to the needs of students at SDN 08 Ranah Batahan, according to

fourth indicator. Teachers still lack understanding about making their own independent curriculum teaching devices, and they need to be trained in compiling teaching modules. It is very important for teachers to understand the process of making teaching modules because the modules aim to meet the profile of Pancasila students. The teaching modules are compiled according to the learning materials by adjusting the learning needs, evaluations and teaching modules are made as interesting as possible so that students are motivated to learn (Magdalena et al., 2020).

Next, the fifth indicator is facilities and infrastructure. Infrastructure and facilities are very important for the learning process. (FH Hasibuan, 2021). The results of observations with grade 1 and 4 teachers showed that the facilities and infrastructure that support the learning process are quite adequate. This shows that the resources owned can indeed be said to be adequate. The library has a lot of space, many facilities, and many books. In addition, the class capacity only ranges between fifteen and thirty students, so this condition is considered quite ideal. School buildings and environments are infrastructure. Because of the large area of natural land, infrastructure standards emphasize the area of buildings to facilitate access to play areas and encourage children's creativity. In order for learning to be relevant and optimal, the area of land and rooms will be adjusted to the number of children.

The last indicator relates to readiness for learning assessment. Learning assessment is a tool used to evaluate learning success and show student achievement results. (FH Hasibuan, 2021). The observation results show that grade 1 and 4 teachers still do not understand how to create assessment tools and do not understand how to report them. The teachers do not know whether the assessment concept will be the same or different from the previous curriculum. These teachers need to be trained on assessment in the independent curriculum. Authentic assessment is one of the assessments that can be used in elementary school learning because it can provide quite detailed information about student learning outcomes. However, many people believe that this tool is not important enough (Sugiri & Priatmoko, 2020).

Teacher Performance in Implementing the Independent Curriculum at SDN 08 Ranah Batahan

The author's research conducted by the principal and teachers of SDN 08 Ranah Batahan shows that teacher performance in implementing the independent curriculum goes through several stages, namely planning, implementation and evaluation (Simbolon, 2024).

- a. Planning, Implementation of the Independent Curriculum at SDN 08 Ranah Batahan begins with the important role of the principal in planning and managing its implementation. Careful planning is the key to success in achieving the desired learning goals.

Planning Steps:

- 1) Teacher Training:

- a) Grade 1-6 teachers attend special education training (IHT) at least once every 6 months or when necessary.
 - b) Employees from collaborating universities are invited.
 - c) Teachers participate in KKG to provide support in developing learning objectives and teaching modules. This training improves teachers' professional abilities in implementing the Independent Curriculum (Putri et al., 2022).
- 2) Preparation of Learning Plan:
- a) The curriculum includes teaching modules and Learning Objective Pathways (ATP).
 - b) ATP is made in the form of a matrix that represents the process of learning objectives, teaching materials, learning activities, assessments and teaching resources. Learning objectives, learning activity steps and assessment plans are included in the teaching module. Teachers have the opportunity to modify the modules offered by the government in the first year (Siregar et al., 2022).
- 3) Designing Teaching Modules. The teaching module at SDN 08 Ranah Batahan was modified based on government guidelines. The teaching module contains:
- a) Learning objectives that measure learning achievement.
 - b) Learning activities use methods, media and strategies that emphasize student characteristics and standardize the Pancasila student profile.
 - c) Assessment of learning, both during and after the learning process.

Based on the results of the assessment for teacher performance indicators at the planning stage of the implementation of the Independent Curriculum at SDN 08 Ranah Batahan for grades 1 & 6, it can be concluded that: Teachers have designed teaching materials that are in line with the Independent Curriculum. This is evidenced by the fulfillment of most of the performance indicators related to the design of teaching materials. Although there are two criteria that have not been implemented, teachers have shown a good understanding of the structure of the new curriculum by explaining it clearly in the Learning Implementation Plan (RPP).

- b. Implementation, The Independent Curriculum provides schools and teachers with greater autonomy in designing learning. This requires more professional and adaptive teacher performance. Here are some important aspects related to teacher performance in the implementation stage of the Independent Curriculum at SDN 08 Ranah Batahan:
- 1) Learning Planning:
 - a) Designing learner-centered learning: Teachers need to understand the needs, interests, and talents of learners to design meaningful and relevant learning.
 - b) Developing flexible and differentiated teaching modules: Teaching modules need to be designed taking into account the diversity of students' abilities and learning styles.
 - c) Utilizing various learning resources: Teachers need to utilize various learning resources, both online and offline, to enrich learning.
 - 2) Learning Implementation:
 - a) Implementing active, creative, and enjoyable learning: Teachers need to use various learning methods and strategies that encourage active participation of students.
 - b) Give Constructive feedback: Teachers need to provide timely and useful feedback for students' learning progress.
 - c) Conducting ongoing assessments: Teachers need to conduct ongoing assessments to monitor students' learning progress and adjust learning.
 - 3) Competency Development:
 - a) Improving knowledge and understanding of the Independent Curriculum: Teachers need to take part in training and professional development to improve their knowledge and understanding of the Independent Curriculum.
 - b) Developing teaching skills in accordance with the Independent Curriculum: Teachers need to develop student-centered teaching skills, such as facilitation, collaboration, and communication skills.
 - c) Building a professional learning community: Teachers need to build a professional learning community with colleagues to share experiences and knowledge.
 - 4) Collaboration:
 - a) Collaborating with colleagues: Teachers need to collaborate with colleagues to develop curriculum, design learning, and provide feedback to each other.

- b) Collaborating with parents: Teachers need to collaborate with parents to build strong partnerships in supporting student learning.
 - c) Collaborating with other parties: Teachers need to collaborate with various parties, such as local communities, the business world, and the industrial world, to enrich learning.
- c. Evaluation, Teachers have an important role in designing and implementing effective learning evaluations to measure the achievement of student learning objectives. In the Independent Curriculum, learning evaluations are divided into three categories, namely diagnostic assessments, formative assessments, and summative assessments.
- 1) Diagnostic Assessment: Used to diagnose students' initial conditions, both non-cognitively (background, learning style, etc.) and cognitively (initial understanding of the material). Conducted at the beginning of learning to determine students' readiness and design appropriate learning programs. Examples: observation, interviews, diagnostic tests.
 - 2) Formative Assessment: Used to provide feedback to students and evaluate learning progress during the learning process. Conducted continuously to identify student learning needs and obstacles faced. Examples: formative tests, assignments, class discussions.
 - 3) Summative Assessment: Used to assess the achievement of learning objectives at the end of the semester. The instruments used are more diverse, not only written or oral tests, but also observation, practice, and product creation. Conducted to determine student graduation and provide certificates. Examples: Final Semester Exams (UAS), School Exams (US).

4. CONCLUSION

The independent curriculum is a curriculum that offers various options for learning outside the classroom. The results of the study indicate that teachers at SDN 08 Ranah Batahan are ready to implement the independent curriculum. This is indicated by the fact that teachers try to convey values related to their understanding of the implementation of the independent curriculum, starting from understanding the concept, objectives, mechanisms, and structure of the implementation of the independent curriculum; second, teachers have learned more about the preparation and planning of the learning process; and third, teachers have applied appropriate methods in the implementation of the Independent Curriculum, although in compiling teaching modules and assessments it is still not perfect overall there are still some obstacles experienced by teachers in it, but teachers are still in the learning stage so that the performance of teachers at SDN 08 Ranah Batahan will be better in the future in implementing and running learning in accordance with the characteristics of the independent curriculum.



REFERENCES

- Afifatun Nisak, & Yuliastuti, R. (2022). Teacher Readiness Profile in Implementing Independent Curriculum at SMP Negeri 1 Palang. *Journal of Mathematics Learning Research*, 4(2), 61–66.
- Albina, M., Safi'i, A., Gunawan, MA, Wibowo, MT, Sitepu, NAS, & Ardiyanti, R. (2022). Learning Models in the 21st Century. *Dharmawangsa Journal*, 16(4), 939–955.
- Asnita (2023). Evaluation Of Teacher Performance In Implementing The Independent Curriculum At Smp Negeri 12 Tidore Islands City. Vol 6 No 4 (2023): *International Journal Of Education, Information Technology And Others (Ijeit)*
- Adolf Bastian, M Firdaus, (2023). The School Readiness In Implementing The Merdeka Curriculum In Pekanbaru : A Survey Of Teachers And Students' Perspectives. *Jurnal Kependidikan*. Vol 9, No 4 (2023)
- (2023). Efforts to Improve Reading Skills in Higher Grades. *Journal of English Education and Literature*, 3(2), 51–62.
- Daga, AT (2021). The Meaning of Independent Learning and Strengthening the Role of Teachers in Elementary Schools. *Jurnal Educatio FKIP UNMA*, 7(3), 1075–1090.
- Dola Suciana. (2024). Portrait Of Chemistry Teachers' Readiness In Implementing The Independent Curriculum In High Schools. Vol. 8 No. 1 (2024): *Orbital: Jurnal Pendidikan Kimia*
- Dian Puji Lestari. (2024). English Teacher Perception Of Implementation Kurikulum Merdeka In English Teaching Learning Process. Vol. 23 No. 1 (2024): *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, Volume 23 Nomor 1 Januari 2024
- Cherly Afriani.(2024). Analysis Of Teacher Readiness In Implementing The Independent Learning Curriculum. *Journal Of Education Technology Information Social Sciences And Health*. Vol 3, No 2
- Fadilla Yessa. (2023). Analysis Of The Readiness Of Secondary School Teachers Regarding The Differentiated Learning System In The Independent Curriculum In Entrepreneurship Subjects. *Jurnal Pendidikan Ilmu*

- Sosial, Vol. 33, No.1, Juni 2023, P-Issn: 1412-3835; E-Issn: 2541-4569
- Gamar. (2024). Analysis Of Elementary School Teacher Readiness In Implementing The Independent Curriculum In Gorontalo City. *Journal Of Pedagogy: Journal Of Education*. Volume 1 Issue 3 \
- Intan Jamila. (2023) Analysis Of Teacher Readiness In Welcoming The "Freedom To Learn" Policy. *Al-Ishlah: Jurnal Pendidikan* Vol. 15, 1 (March, 2023), Pp. 769-776.
- Ismayanti (2024). Analysis Of Teacher Readiness In Implementing The Independent Learning Curriculum At Senior High School 1 Samaturu. Universitas Sembilanbelas November Kolaka
- Harianja, MM, & Sapri, S. (2022). Implementation and Benefits of Ice Breaking to Increase Elementary School Students' Interest in Learning. *Basicedu Journal*, 6(1), 1324–1330.
- Haryani, M., & Qalbi, Z. (2021). Early Childhood Education Teachers' Understanding of Educational Game Tools (APE) at Pertiwi 1 Kindergarten, Bengkulu City. *Educhild Journal: Education and Social*, 10(1), 6.
- Hasibuan, ARH, Aufa, Kharunnisa, L., Siregar, WA, & Adha, H. (2022). Implementation of the Independent Curriculum at the Leading School of SDN 104231 Sugiharjo, Batang Kuis District. *Journal of Education and Counseling*, 4(6), 2685–9351.
- Hasibuan, FH (2021). Application of Brainstorming Method to Improve the Activity and Learning Outcomes of English Language Education Students at Muslim Nusantara University Medan. *Nommensen Siantar Journal of Research and Community Service*, 1(2), 7–13.
- Inayah, A., Harahap, FKS, Widia, F., Purba, HM, & ... (2024). Development of Pop Up Book Media to Increase Students' Learning Interest in Social Studies Subjects in MI/SD. *Journal of Education ...*, 8, 674–681.
- Jojo, A., & Sihotang, H. (2022). Analysis of Independent Curriculum in Overcoming Learning Loss during the Covid-19 Pandemic (Case Study Analysis of Education Policy). *Edukatif: Journal of Educational Sciences*, 4(4), 5150–5161.
- Khairuddin. (2022). The Role of Islamic Guidance and Counseling in the Scope of Education. *Khairuddin*, 6(1), 405–408.
- Lubis, DMR, Manik, E., Mardianto, & Nirwana Anas. (2021). Islamic Cultural History Learning Strategy. *Islamic Education*, 1(2), 68–73.
- Lubis, YW, & Ritonga, AA (2019). Mobilization School Program: Implementation of Islamic Religious Education Teacher Preparation in Elementary Schools. *At-Tarbiyat Journal: Journal of Islamic Education*, 6(1), 144–158.
- Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., & Muhammadiyah Tangerang, U. (2020). Analysis of Teaching Materials. *Journal of Education and Social Sciences*, 2(2), 311–326.
- Munawar, M. (2022). Strengthening the Learning Committee in the Implementation of the Independent Curriculum in Early Childhood Education. *Tinta Emas: Journal of Islamic Education for Early Childhood*, 1(1), 65–72.
- Mastur(2024). The Influence Of The Level Of Teacher Readiness In Implementing The “Merdeka Belajar” Curriculum. *Jurnal Educatio* Vol. 10, No. 4, 2024, Pp. 1102-1109
- Muhamad Sholeh (2024). Evaluating The Implementation Of The Independent Curriculum Policy In Indonesia: Sentiment Analysis. *Studies In Learning And Teaching Journal*.
- Maulida Novi Rahmawatti. (2024). Exploring The Influence Of Implementing An Independent Curriculum And Learning Quality On Learning Effectiveness: Does The Mediation Of School Infrastructure Matter. Jurnal Tarbiyah By Uin Sumatera Utara Medan. Vol 31 No 1*
- Ni Nyoman Padmadewi. (2023). Elementary School Teachers' Readiness In Teaching Technology-Based Literacy. Vol. 7 No. 2 (2023): May
- Nadrah Nadrah (2023). Implementation Of The Kurikulum Merdeka At The Senior High School. *International Journal Of Humanities Education And Social Sciences (Ijhess)* . Vol. 3 No. 3 (2023): Ijhess December 2023.
- Nur Widyawati. (2024) The Readiness Of Elementary School Teachers In Implementing The Independence Curriculum. *Jares (Journal Of Academic Research And Sciences)*Vol. 9 No. 1 (2024): March 2024
- Pertiwi, AD, Nurfatimah, SA, & Hasna, S. (2022). Implementing Student Centered Learning Methods Towards the Independent Curriculum Transition Period. *Tambusai Education Journal*, 6(2), 8839–8848.
- Prihantini. (2024). Analysis Of Teacher Readiness And Difficulties In Implementing The Independent Learning Curriculum In Junior High Schools. *Jurnal Iqra' : Kajian Ilmu Pendidikan* Vol. 9 No. 2 (2024).
- Putri Eka Puspitasari (2023). Analysis Of Teachers Readiness In Implementing The Independent Curriculum In Elementary Schools. Vol. 10 No. 2 (2023): *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar*
- Purwo Haryono. (2024). Examining The Implementation Of The Independent Learning Curriculum In English Language Material At Vocational High Schools. Vol 16, No 1 (2024) Al-Ishlah Jurnal Pendidikan*
- Syahfitri Purnama. (2023). Implementation Of The Independent Curriculum To Improve The Quality Of Learning English. *Indonesian Journal Of Educational Research And Review* Vol. 6 No. 3: October 2023

- Samuel Ben Gurion (2024). Teacher Readiness In Implementing “The Merdeka Curriculum. *Journal Of Education And Teaching (Jet)*
- Simbolon, S., & Sapri, S. (2022). Analysis Of Student Needs For Android-Based Learning As An Interactive Learning Media For Spatial Building Materials. *Basicedu Journal*, 6(3), 4322–4330.
- Sudibya, Ign, Arshiniwati, Nm, & Sustiwati, NI (2022). Pancasila Student Profile Strengthening Project (P5) Through The Creation Of Penida Gulma Dance Artworks In The Independent Curriculum. *Geter: Journal Of Dance Drama And Music Arts*, 5(2), 2655–2205.
- Sugiri, Wa, & Priatmoko, S. (2020). Perspective Of Authentic Assessment As An Evaluation Tool In Independent Learning. *At-Thullab: Journal Of Elementary Madrasah Teacher Education*, 4(1), 53.
- Sutisno, An, & Nurdiyanti, D. (2020). Distance Learning Online System As A Realization Of Independent Learning During The Pandemic. *Dwija Cendekia: Journal Of Pedagogical Research*, 4(2), 265.
- Usanto, S. (2022). Implementation Of The Independent Learning Curriculum In Improving Student Understanding. *Imwi Repository Horizon*, 5(2), 494–502.
- Yamin, M., & Syahrir, S. (2020). Development Of Independent Learning Education (Review Of Learning Methods). *Mandala Education Scientific Journal*, 6(1), 126–136.
- Yuanita Isma Wardani (2024). Analysis Of Teacher Readiness In Implementing The Independent Curriculum At Sdn 5 Mendenrejo, Kradenan District, Blora Regency, 2023/2024 Academic Year. *Elementary School Teacher Journal*. P-Issn: 2354-9580 Volume 7 Number 2
- Zebua, A., Hanum, A., & Nahar, S. (2022). Management Of Teacher Competency Development In The State Elementary Madrasah. *Scaffolding: Journal Of Islamic Education And Multiculturalism*, 4(1), 271–278.
- Zulianti Rohmah (2024). “I Know This Is Good, But I Am Confused”: English Teachers’ Self-Efficacy In Implementing The Independent Curriculum. *Journal Siele*.

BIOGRAPHIES OF AUTHORS

 A portrait of a woman wearing a white hijab and a dark blazer over a light-colored top, set against a red background.	<p>Afa is a lecturer at the Faculty of Islamic Education and Teaching, State Islamic University, North Sumatra, Indonesia. he completed his Master's degree at UISU Medan. Actively teaching and attending seminars for self-development. He is interested in conducting research in the fields of educational management and learning, as well as learning innovation. Can be contacted via email: aufa@uinsu.ac.id</p>
 A portrait of a woman wearing a white hijab and a white top, set against a blue background.	<p>Reza Okrianti is a student at the Faculty of Islamic Education and Teaching, State Islamic University, North Sumatra, Indonesia. She is conducting research to obtain a Bachelor of Education degree in 2025 at the State Islamic University. He can be contacted at email: reza45okrianti457@gmail.com.</p>