



## Teachers Readiness in Implementing The Independent Curriculum at SD Xaverius 1 Palembang

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### ABSTRACT

The research aims to find out how the teacher's readiness is in implementing the Independent Curriculum at SD Xaverius 1 Palembang. The teacher's readiness to implement the independent curriculum consists of four indicators of teacher readiness, namely pedagogic competence, personal competence, social competence and professional competence. This study used a qualitative research method with a descriptive approach. The research subjects consisted of class I and IV teachers. Data collection techniques used in this study consisted of interviews, questionnaires and documentation which were carried out in depth and systematically. The interview instrument used was 12 questions. The results of the study can be concluded that teacher readiness has been carried out well. This can be proven by looking at the implementation of pedagogic, personality, social and professional competencies to be able to meet and understand teacher competency indicator standards. Furthermore, there is good collaboration between related parties, namely the Office of Education, Principals and infrastructure to support Teachers in implementing the Independent Curriculum.

**Keywords:** *Teacher Readiness, Independent Curriculum, Implementing Independent Curriculum*

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## INTRODUCTION

System Education in Indonesia has always experienced changes and transformations from year to year. According to (Yudhistira et al., 2020) argues that the education system is always developing and continues to transform to keep up with changing times and in Indonesia itself education is always experiencing renewal and optimization so that it is not left behind with the conditions of education in other countries.

In the education system in Indonesia there is also a set and a design that is systemized and integrated into a subject known as the curriculum. The curriculum is simply defined as a set of learning that consists of several subjects at school.

Understanding Curriculum According to law (RI, 2003) Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve national education goals.

The curriculum always changes and develops from year to year. From the 1947 curriculum, namely the Lesson Plan to the current curriculum, it has always undergone changes following the development of the times and the progress of the nation and state in Indonesia. In 2020 a new draft emerged regarding curriculum changes.

The curriculum is a government design and idea that has been discussed and has begun to be implemented in various schools. The learning crisis that has occurred has been exacerbated by the Covid-19 Pandemic, which has instantly changed the face of education in Indonesia. The most obvious change was seen in the learning process which initially relied on face-to-face methods and switched to distance learning (PJJ). There are important factors in implementing distance learning, namely attention, educator confidence, experience, easy-to-use equipment, creativity in using media, and establishing interactions with students (Prawiyogi, 2020). The intensity of teaching and learning also experienced a significant decrease, both the number of study days in a week and the average number of study hours in a day.

The condition of students who carry out PJJ also does not get the same quality of learning as before the pandemic. Many students receive only limited instruction, feedback, and interaction from their teacher. Anticipating the impact of the pandemic on learning loss and learning gaps has actually been carried out by the Ministry of Education and Culture (Kemendikbud/ currently Kemendikbudristek). In August 2020, the Ministry of Education and Culture published an emergency curriculum for educational units under special conditions. This emergency curriculum (under special conditions) is essentially a simplification of the national curriculum. In the emergency curriculum, basic competencies are reduced for each subject.

Oemar Hamalik explained in his book entitled management of curriculum development, providing an explanation related to curriculum planning, that what needs to be done in planning this emergency curriculum is the importance of involving educators or teachers in planning this emergency curriculum. Educators or teachers need to have an attitude of responsibility regarding planning this emergency curriculum, because the teacher is the main executor in planning an emergency curriculum that has been planned together (Rofiq, 2021)

Of course, simplification and improvement of the curriculum is needed as a result of learning loss and learning gaps due to the pandemic. Giving freedom to educational units to apply the curriculum, be it the K-13 Curriculum, the Emergency Curriculum; Independently simplified curriculum; and the Independent Curriculum (Kemendikbudristek Exposure, 2021a), which gives more flexibility to educational units in determining which curriculum is more suitable for school conditions.

According to (Sari, 2019) revealed that with this independent curriculum as a form of government effort in providing freedom in the field of education. This certainly can prepare the younger generation to be ready for the challenges of globalization. Therefore, the Ministry of Education and Culture of the Republic of Indonesia launched the Independent Curriculum program as one of the government's ways and strategies to help students to have innovations and have creative thinking. There are several programs in the Independent Curriculum that have been established by the government to improve the quality of education. According to (Faiz & Faridah, 2022) suggests that the presence of an M Curriculum producterdeka which is integrated and holistic can develop an order and quality of education in Indonesia. The Independent Curriculum has been implemented according to the website (Ministry of Education and Culture, 2022) There are 2,499 educational units participating in the School Mobilization Program and 901 Vocational Schools from the Center for Excellence Vocational School Program (SMK PK), 75% of which are state schools and the remainder private (Center for Curriculum and Learning Standards Body) , Curriculum and Education Assessment Ministry of Education, Culture, Research and Technology, 2021). This limited implementation was carried out in a variety of quality schools.

One of the initiatives of the Minister of Education and Culture Mr. Nadiem Makarim is Merdeka Learning which wants to create a happy learning atmosphere. The purpose of independent learning is so that teachers, students and parents can have a pleasant atmosphere. Independent learning means the educational process must create a pleasant atmosphere. Happy for teachers, happy for students, happy for parents, and happy for everyone (Saleh, 2020).

The researchers chose SD Xaverius 1 Palembang because the private elementary school in Palembang implements the Merdeka Curriculum and is one of the schools sent by the South Sumatra Provincial Education Office as an elementary school level that will implement the Merdeka Curriculum. With the enactment and implementation of the Merdeka Curriculum, SD Xaverius 1 has been equipped with school status, namely as a driving school and a principal who already has a certificate as a driving school principal and several educators to become driving teachers.

Based on this preliminary study, researchers are interested in conducting research to find out the implementation of the curriculum, especially the readiness of teachers in implementing the Independent Curriculum. Teachers are the pillars of education. Therefore, the success of education is greatly influenced by the strategic role of teachers. There are 4 teacher competencies that must be continuously improved along with the times. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency (Senawati, 2019). As for the various competencies that must be possessed by teachers, including: pedagogic, personality, professional and social competencies.

Based on the description and explanation that has been disclosed above, the purpose of this study is to describe the readiness of teachers in implementing the Independent Curriculum for grades 1 and 4 of SD Xaverius 1 Palembang. According to (Rosidah et al., 2021) revealed that a teacher must have readiness in providing a response to questions and an answer with the abilities and techniques in his profession.

## METHODS

In this study, researchers used a descriptive qualitative approach to obtain data in the field. Descriptive qualitative approach is a form of approach from qualitative research that aims to provide illustrations, descriptions, explain, explain, understand and answer in a more complex way the problems being researched which are presented in a narrative form in accordance with the actual conditions. Data collection techniques, namely interviews and documentation.

The question points posed are in the form of questions regarding: 1) Understanding of learning the Independent Curriculum; 2) Readiness to use the teacher's book; 3) Learning planning readiness. The interview items in this study totaled 14 questions. In collecting data through interview techniques, there were 3 research subjects (informants) in this study using purposive sampling techniques.

The results of the research are that the Xaverius 1 Palembang Elementary School is a driving school and is appointed by the South Sumatra Provincial Education Office to implement the Merdeka Curriculum in the 2022-2023 academic year. Principals who already have certificates as principals of elementary school level driving schools. There is 1 (one) driving teacher who has passed the selection and education program for driving teachers. In the 2022-2023 school year, Xaverius 1 Elementary School Palembang is implementing the Merdeka Curriculum in grades 1 and grade 4. Pedagogic competence, professional competence, social competence, and personality competence have been carried out by teachers at Xaverius 1 Elementary School Palembang. This study aims to determine the readiness of teachers in implementing the Merdeka Curriculum at SD Xaverius 1 Palembang. In this research, the respondents were 1 driving teacher, 1 grade 1 teacher, 1 grade 4 teacher and the Principal of SD Xaverius 1 Palembang.

The data obtained in this study is in the form of teacher readiness in implementing the Independent Curriculum. This research was conducted by making indicators of interview questions. The indicators used by researchers are indicators of 4 (four) teacher competencies, namely pedagogic competence, professional competence, social competence, and personality competence (Permendiknas number 16 of 2007). Then the data obtained from this study were in the form of respondents' answers then the research re-checked through the Principal by answering the questions contained in the interview transcript. Teacher readiness competence was carried out by interviewing teachers of SD Xaverius 1 Palembang as the main data. The interview is divided into several questions. Question points refer to points 1) pedagogic competence 2) personal competence 3) social competence 4) professional competence.

Interviews in this study used open and structured interviews with research instrument guidelines that had been set and had been validated by the validator and declared valid. The validators are language experts and elementary school teachers. The interview instrument consisted of 14 questions. The interview process was carried out directly by the researcher by visiting SD Xavier 1 Palembang. Interview activities also did not interfere with the learning process.

## RESULT AND DISCUSSION

Based on the data, the teacher already knows about the Independent Curriculum, and has stated the meaning of the Independent Curriculum and already knows the programs that are held in the Independent Curriculum. Programs include the Mobilization School program, the affirmation program, and the national assessment. The results of research conducted at SD Xaverius 1 Palembang also show that in preparing pedagogic competencies in terms of preparing learning materials, one must also look at aspects of the characteristics and attitudes of the students so that they can measure and see firsthand the needs and values of their attitudes.

In terms of the pedagogic competences that the researchers obtained from the respondents in this study, it was stated that the pedagogic competencies of the readiness of the teacher in implementing the Independent Curriculum had been carried out, that is, the teacher had mastered the characteristics of the students as evidenced by preparing learning media according to the characteristics of the students, the teacher had organized educational learning, The teacher has carried out his role as an educator by mastering learning theory and learning principles, the teacher has utilized information and communication technology for the benefit of learning and the teacher has communicated effectively with students.

According to (Somantri, 2021) the teacher's pedagogic competence in knowing characteristics is good, seen from the teacher listening to student complaints and in communication the teacher does not keep a distance from students so as to create learning situations that can foster creative thinking and action. This statement is in accordance with the results of the research that the researchers obtained that teachers at SD Xaverius 1 have implemented the Independent Curriculum by paying attention to aspects of pedagogical competence.

In addition, the researchers obtained based on the information and information that the researchers obtained from the teacher's readiness during the implementation of the Independent Curriculum, namely preparing the learning process that instilled the Pancasila profile. The Merdeka Curriculum is one of the efforts to improve the quality of education in Indonesia in accordance with the needs of the times. In the Merdeka Curriculum, students are not only formed to be intelligent. However, it is also characterized by the values of Pancasila or what is referred to as a form of the Pancasila Student Profile (Regulation of the Minister of Education and Culture Number 22 of 2020).

Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and have noble character, global diversity, mutual cooperation, independence, reason critical, and creative. Teachers at SD Xaverius 1 Palembang adhere to the guidelines for developing the 5P (Project of Strengthening Pancasila Student Profiles). Teachers have implemented 5P by using learning methods such as group discussions. Implementation is proven by documents in the form of 5P modules that have been made by the teacher. The group discussion method can foster a Pancasila profile in students.

Based on the results of interviews conducted by researchers that in preparing the RPP (Learning Process Plan), especially for class I using the most important components there must be objectives, activity steps and assessments. In the use of learning media according to the material to be studied, visual aids that support learning activities must also be seen from the learning content.

Teachers at SD Xaverius 1 Palembang have developed themselves to obtain information related to the implementation of the Independent Curriculum by seeking as many references and information as possible on the internet or from various media sources.

Based on the data obtained, it is stated that teachers in preparing learning content always seek from various sources, both information on the internet and always attend platform trainings that can seek references for teachers as the first step in developing learning tools based on the Independent Curriculum. And there is also guidance in compiling learning tools from the government. So that the teacher is not only mature and ready in knowledge and theory but also skills and practice in class in teaching can also master and be skilled in class for the learning process at school. Routine activities carried out by teachers always hold training on making 5P modules and projects in the learning process that will be carried out in implementing the Independent Curriculum. Through this training agenda, teachers can share with each other about making learning modules.

Each teacher prepares himself, one of which is to understand the Ministry of Education and Culture Decree regarding CP, ATP, TP, Curriculum Structure, and examples of teaching modules. This is based on a questionnaire that has been filled out by the teacher. Besides that, the teacher is also able to analyze Learning Outcomes (CP). Learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and work experience accumulation (Student Affairs, 2015).

Based on the statement from the SD Xaverius 1 Palembang teacher as the Independent Curriculum Driving Teacher, he stated that with this Independent Curriculum policy, a diagnostic assessment began. This diagnostic is in order to analyze the character of students when studying in their respective classes. According to Rajeswari (2004), the test is used to diagnose students' weaknesses and strengths in

certain subjects. This proves that SD Xaverius 1 teachers are professional in evaluating students.

Zhongbao Zhao (2013) states that the main diagnostic test is to find out the strengths and weaknesses of students and the role of the teacher as a companion to direct decisions about the learning process. For teachers the information obtained from diagnostic tests can be used to improve the learning process, while for students it can be used to improve the learning process. So, information from diagnostic tests can be utilized by teachers and students in remedial learning programs.

The Ministry of National Education (2007, p.2) interprets a diagnostic test as a test that can be used to determine students' weaknesses and strengths. Thus, the results of the diagnostic test can be used as a basis for providing follow-up in the form of appropriate treatment and in accordance with the weaknesses of students. Diagnostic tests have two main functions, namely: identifying problems or errors experienced by students and planning follow-up in the form of solving efforts according to the problems or errors that have been identified. Diagnostic test results can be used to carry out effective interventions for students individually or classically, in an effort to evaluate the learning process. Diagnostic tests not only provide information in the form of numbers as indicators of student abilities, but also describe student mastery of certain sub-abilities.

So that students can immediately know the results of the diagnostic test after the students have finished carrying out the test as stated by Alderson (2005, p.11), the teacher must immediately correct the results of the student's diagnostic test. If the number of students is large, this is very burdensome for the teacher. Therefore, a diagnostic test developed in the form of a computer program will greatly facilitate teachers.

Diagnostic assessment is an assessment aimed at identifying the competencies, strengths, weaknesses of students. The results are used by educators as a reference in planning learning according to the learning needs of students. This can be proven by the results of interviews with teachers that assessment is of more concern at SD Xaverius 1 Palembang.

Under certain conditions, information related to family background, learning readiness, learning motivation, student interests and student potential can be used as material for consideration in planning lessons.

Personal competence relates to the behavior, attitudes, and role models possessed by a teacher that can be emulated by fellow teachers and students. Based on the information from the teacher, there are two indicators, namely being a tutor and role model for teachers and other schools.

As a Mobilizing School, of course, it has prepared for the implementation of the Independent Curriculum. Based on the results of the study, it was revealed that there was 1 (one) teacher at SD Xavier 1. And several SD Xavier 1 teachers became resource persons in several activities regarding the implementation of the Independent Curriculum.

This personality competence serves as a driving force and trigger for teachers at SD Xaverius 1 Palembang in improving their abilities and can be used as an example for others to be able to apply the Independent Curriculum. A teacher on the other hand as a teacher must also have good and commendable characteristics so that students can see them. According to Susi Fitriana (2019: 32) suggests that a teacher must have superior personality competence where the personality of a teacher can influence the behavior of his students in the classroom.

In this case the teacher at SD Xaverius 1 Palembang has shown personality competencies that the teacher can emulate and emulate. In addition, these personality competencies are also related to pedagogic competencies. Based on the results of interviews and information from SD Xavier 1 Palembang teachers, this personality competency is in line with pedagogical competence. Teacher preparation in developing learning tools and learning media based on characteristic values. Learning media prepared by the teacher can be seen and also reviewed from the characteristic values, attitudes and personalities of students in the learning process that will be carried out in the classroom.

The next competency besides personality competency is social competence in implementing the Independent Curriculum. Social is closely related to the process of communication and interaction between the teacher and the environment, both internal and external. The scope of this internal environment is between one teacher and another teacher who discusses with each other and builds groups to tell each other about the Independent Curriculum. At SD Xaverius 1 Palembang this has been implemented in social competence, namely the teachers have created WA groups and often have discussions with peers. In the external environment, the teacher has the ability to build communication with students, parents and between schools. According to Nurmi Zola and Mudjiran (2020: 91) argue that a teacher's personality contributes greatly to character development and can determine whether to be a true person or not.

Based on the information from the teacher, it was stated that in terms of communication, communication was established and asking each other questions. So that a situation can be created that asks each other and helps answer, teaches each other and provides a good example and an attitude of mutual understanding, and the teacher presents himself as an honest, noble and exemplary person for students and society.

Social competence is one part of the teacher's readiness in preparing the Merdeka Curriculum at SD Xaverius 1 Palembang. Based on the results of interviews conducted with teachers, it was revealed that there were several indicators in the social field, namely acting objectively and not discriminatory because of considerations of gender, religion, race, physical condition, communicating effectively, empathetically and politely with fellow educators, education staff, parents and society.

The teacher establishes good relations with the parents by holding student guardian meetings with the school. The meeting is a means of communication between the



school and parents of students. In addition, there is a good relationship between parents and teachers by sharing social media contact numbers. Meanwhile, several teachers formed a WA group to share knowledge about the Independent Curriculum.

Based on the results of interviews conducted by researchers with teachers at SD Xaverius 1 Palembang, the teachers at this school form special groups for grades I and IV which have different groups to share knowledge and communicate between teachers so they get information and knowledge about the curriculum. Independent. This social competence is also a vehicle for teachers, apart from being a medium of communication between teachers, but also as a means to teach each other peers so that they can broaden their horizons and establish social interaction and transfer of knowledge about the Independent Curriculum.

Social competence is one of the most important aspects for teachers to be able to create and build an atmosphere of kinship and a process of interaction with one another. According to Law no. 14 of 2005 concerning Teachers and Lecturers Article 10 Paragraph 1 that social competence is one of the teacher's abilities to communicate and interact effectively and efficiently with fellow students, fellow teachers and guardians of students. Teachers as social beings who need each other and definitely need the presence of other people in the social process in their environment. According to Nurul Huda (2017: 60) states that a teacher must have a relationship with students so that the teacher can be used as a role model and the teacher can also uphold the self-esteem of his students. This is important considering that social and social interaction can create a social atmosphere between teachers, students and their guardians.

This is in line with the teacher's competence that a teacher at SD Xaverius 1 Palembang has in the social field where teachers share information and are open to each other by forming groups so that social interactions and interactions between teachers can be well established. The next competency which is of course very important and can determine the level of success of an educator in school is that he must pay attention to professional competence. Indicators of professionalism for a teacher include 1) the teacher masters the subject matter he teaches, 2) the teacher masters competency standards and basic competencies, 3) the teacher is able to develop creative learning, 4) the teacher is able to carry out reflective actions, and 5) the teacher is able to master information technology in communicating (Utami, 2020). This is in line with the teacher's readiness at SD Xaverius 1 that the teacher has prepared a lesson plan according to the Merdeka Curriculum in accordance with knowledge from several sources and the results of self-development by participating in training / webinars / the Merdeka Learning platform.

This professional competence is also based on information from the Principal stating that the Independent Curriculum Advisor is a Lecturer as a messenger who coordinates the implementation of small class divisions and the training process which is carried out online. The training is carried out in full and full so that teachers and principals are given full guidance by supervisors by lecturers. The school principal makes appointments for the learning committee.

Based on the results of interviews and information obtained from the principal and teachers, at SD Xaverius 1 Palembang, several teachers who were considered professionals were appointed as driving teachers who had 5 years of teaching requirements so that it was certain that the appointed teacher had the ability and good work ethic. in implementing the Independent Curriculum.

Furthermore, the researchers interviewed the school principal to find out the support provided by the school to support teacher readiness in implementing the Independent Curriculum. Based on the results that every teacher is prepared to take part in supervision from both schools, foundations and the education office.

According to Ramadina Evy (2021: 138) argues that the supervision carried out by school principals in improving the quality of education in terms of an independent curriculum does not only cover academics, but must mobilize teaching staff who can create a learning process. The supervisory function of the school principal is: Able to coordinate all school efforts, broaden the experience of teaching teachers, be able to analyze teaching-learning situations, integrate educational goals and help improve teaching teacher learning, as a consultant in schools who provide advice on the personality of teachers and participants students as well as to communication and relationships between teachers in schools and can develop potential and creativity that can be responsible.

In addition, there is a form of appreciation given by the school to the driving teacher by providing additional hours. Giving teacher appreciation or appreciation to students who have an active role/achievements towards the quality of their personality as an educator (Kirana, 2020). This professional competence is also an advantage possessed by schools and several teachers who have tested their abilities. And also for the driving teacher appointed as curriculum staff at SD Xaverius 1 Palembang.

To improve the quality and quality of education with the Independent Curriculum, the researchers suggest carrying out good collaboration between the Principal and the Teacher, of course supported by facilities and infrastructure to support the learning process using the Independent Curriculum. Collaboration is also supported by evaluating and reflecting on each teacher as a student-oriented teacher, thus providing a learning experience for students. Teacher readiness has gone well by studying the various components owned by SD Xaverius 1 Palembang teachers and implementing the Independent Curriculum. In addition, every teacher can take part in the driving teacher program for teachers who have not attended, but must comply with the qualification requirements provided by the government.

In this study there are limitations, namely not being able to coordinate with related parties regarding special supervision instruments for the implementation of the Independent Curriculum. According to Mashudi (2015) states that supervision is a harmonic system in the process of collecting, analyzing, and using information to control management and then making decisions. The goal is to ascertain whether a program is running properly, effectively, efficiently and procedurally.

## CONCLUSIONS

Based on the results of research and discussion conducted by researchers regarding teacher readiness to implement the Independent Curriculum at SD Xaverius 1 Palembang, it can be concluded that it has been implemented well. This can be

## AUTHOR CONTRIBUTION STATEMENTS

It proven by looking at the implementation of pedagogic, personality, social and professional competencies to be able to meet and understand teacher competency indicator standards.

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