



## Teacher efforts' to prepare implementation of Kurikulum Merdeka in elementary school

Isti Qotimah<sup>1</sup>, Rusman<sup>2</sup>

<sup>1,2</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia

[istiqotimah@upi.edu](mailto:istiqotimah@upi.edu)<sup>1</sup>, [rusman@upi.edu](mailto:rusman@upi.edu)<sup>2</sup>

### ABSTRACT

The Kurikulum Merdeka seeks to improve the quality of human resources according to community needs. This research aims to describe and analyze teacher readiness in implementing the Kurikulum Merdeka for elementary schools in Coblong District to determine the curriculum's implementation based on diverse school backgrounds. This research uses a quantitative approach through descriptive methods with instruments like questionnaires and documentation studies. The sample for this research was all elementary school teachers who implemented the Kurikulum Merdeka and were selected to run the Sekolah Penggerak program, totaling 45 teachers. The findings relate to teachers' emotional, cognitive, and behavioral readiness in implementing Kurikulum Merdeka. Most teachers are ready to implement Kurikulum Merdeka by participating in training and socializing with other teachers. Readiness is also demonstrated in designing, implementing, and assessing learning. Positive behavior towards curriculum implementation is realized through partnerships and time management efforts to achieve goals. Overall, in every aspect of teacher readiness, it shows that most Sekolah Penggerak elementary school teachers in Coblong District, Bandung City, are ready to implement Kurikulum Merdeka.

### ARTICLE INFO

#### Article History:

Received: 10 Jul 2023

Revised: 31 Aug 2023

Accepted: 20 Sep 2023

Available online: 28 Sep 2023

Publish: 21 Feb 2024

#### Keyword:

Education; curriculum; curriculum development; teacher readiness; elementary school.

#### Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

### ABSTRAK

Kurikulum merdeka berupaya meningkatkan kualitas sumber daya manusia sesuai kebutuhan masyarakat. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis kesiapan guru dalam implementasi kurikulum merdeka sekolah dasar Kecamatan Coblong guna mengetahui implementasi kurikulum berdasarkan latar belakang sekolah yang beragam. Penelitian ini menggunakan pendekatan kuantitatif melalui metode deskriptif dengan instrumen berupa angket dan studi dokumentasi. Sampel penelitian ini adalah seluruh guru sekolah dasar yang menerapkan kurikulum merdeka dan terpilih untuk menjalankan program sekolah penggerak berjumlah 45 guru. Hasil temuan berkaitan dengan kesiapan emosi, kognitif dan perilaku guru dalam implementasi kurikulum merdeka. Sebagian besar guru siap mengimplementasikan kurikulum merdeka dengan mengikuti pelatihan maupun bersosialisasi kepada guru lainnya. Kesiapan juga ditunjukkan dalam merancang, melaksanakan, dan menilai pembelajaran. Perilaku positif terhadap implementasi kurikulum terwujud melalui adanya kemitraan dan upaya manajemen waktu untuk mencapai tujuan. Secara keseluruhan, pada setiap aspek kesiapan guru menunjukkan bahwa sebagian besar guru sekolah dasar penggerak di Kecamatan Coblong Kota Bandung telah siap mengimplementasikan kurikulum merdeka.

**Kata Kunci:** Pendidikan; kurikulum; kesiapan guru; sekolah dasar.

### How to cite (APA 7)

Qotimah, I., & Rusman. (2024). Teacher efforts' to prepare implementation of Kurikulum Merdeka in elementary school. *Inovasi Kurikulum*, 21(1), 27-40.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



### Copyright

2024, Isti Qotimah, Rusman. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. \*Corresponding author: [istiqotimah@upi.edu](mailto:istiqotimah@upi.edu)

## INTRODUCTION

The curriculum often undergoes improvements to adjust to the demands and changes that occur in society. The Kurikulum Merdeka program is one of the programs the government offers in the context of learning recovery, which thousands of educational units in Indonesia have implemented. Kurikulum Merdeka policy is a curriculum improvement in the previous education process. Kurikulum Merdeka is an education policy through the Ministry of Education, Culture, Research and Technology that launches Sekolah Penggerak program as a form of curriculum development. Therefore, Kurikulum Merdeka is an education policy through the Ministry of Education, Culture, Research, and Technology by launching the Sekolah Penggerak program as a form of curriculum development. This follows Ministerial Decree Number 162 of 2021, in which teachers implement Kurikulum Merdeka, the main thing in the Sekolah Penggerak program. The development of Kurikulum Merdeka is carried out in line with the dynamic nature of the curriculum in response to social changes regarding the current conditions of basic education, namely the National Basic Education Standards (see: [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=2437](https://jdih.kemdikbud.go.id/detail_peraturan?main=2437)). According to the Decree of the Director General of Early Childhood Education, Elementary Education, and Secondary Education, three elementary schools have been designated as educational units implementing the driving school program in Coblong District, Bandung City, covering 50 study groups in the 2023/2024 school year, there are 68 teachers in the three elementary schools, and Coblong District has three Sekolah Penggerak elementary schools consisting of one school accredited B and two schools of which have Accreditation A. Based on this, elementary schools in the Coblong District, Bandung City, have a background in various educational units.

Implementing Kurikulum Merdeka is a concrete form of the curriculum during teaching and learning activities, as both are inseparable. Teaching and learning activities are part of Kurikulum Merdeka, i.e., the educational process standard. However, the success of curriculum implementation is influenced by the teacher's ability to implement it into learning, even though this standard is a process. Thus, curriculum implementation is closely related to how teachers practice the curriculum to carry out their duties. Kurikulum Merdeka uses the Pancasila learner profile as a reference in guiding learning activities so that Indonesian students have the competence and character of Pancasila values (see: <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajaran-dan-Asesmen.pdf>). This means that the implementation of Kurikulum Merdeka not only strives for the younger generation to have abilities and skills but also relates to forming students' personalities to realize the profile of Pancasila Students. According to [Barlian et al. \(2022\)](#), the characteristics of Kurikulum Merdeka involve teacher creativity in its application, such as in choosing teaching tools that follow students' interests and needs. In addition, learning focuses on essential material and is more independent when carrying out teaching and learning activities at school.

Research by [Rahayu et al. \(2022\)](#) shows that the success of implementing the curriculum in Sekolah Penggerak is the principal who is willing to make changes with the human resources in the school, especially the teachers, so that the Kurikulum Merdeka can be implemented. The researchers focus on teachers as learning leaders, essential in implementing Kurikulum Merdeka. A study conducted by [Dewi dan Astuti \(2022\)](#) explained that in implementing Kurikulum Merdeka in Sekolah Penggerak elementary schools, teachers have obstacles, namely, not all teachers understand the substance of Kurikulum Merdeka, difficulties in designing learning programs, and implementing learning models and assessment standards are considered complex and complicated for teachers. Furthermore, another study conducted by [Samari \(2022\)](#) found that teachers with pedagogical, professional, social, and personality competencies will have no difficulty running a program that the government believes is better and can answer all the problems in the previous curriculum. The conclusion of some of these studies makes teachers the key to success in curriculum implementation.

Kurikulum Merdeka, as a learning plan, refers to Permendikbudristek Number 16 of 2022, which includes learning planning activities, implementation, and learning process assessment. As curriculum implementers, teachers play a role in adjusting changes from the curriculum to students. However, curriculum changes are regular, so teachers will continue to face curriculum changes to improve education quality. It is aligned with the opinion of [Nursaputri dan Sabat \(2023\)](#) that curriculum changes involve teachers who need to adapt from the principles of learning to the assessment process so that curriculum implementation takes place optimally.

Kurikulum Merdeka is used as a guideline in learning. However, based on the results of researchers' observations of elementary schools in the Coblong District, Bandung City, many teachers, especially at Sekolah Penggerak, have made preparations for the learning process in the classroom. However, the teacher's preparation is not based on the characteristics of their students due to limited references to the curriculum that has just been implemented, and not all teachers are simultaneously participating in Merdeka Mengajar independent training. In addition, learning implementation is inefficient due to incomplete teaching materials, difficulty assessing students, and insufficient use of learning time. Based on the explanation above, the researcher is interested in examining teacher readiness through emotional, cognitive, and behavioural aspects in Sekolah Penggerak elementary schools in Coblong District, Bandung City, to describe and analyze teacher readiness in implementing the Kurikulum Medeka in elementary schools..

## LITERATURE REVIEW

### Kurikulum Merdeka

The curriculum, as Suardana et al. (2022) refer to it, is a planned system with essential components, including goals, learning materials, and methods that are interconnected and support each other. In education, curriculum affects educational outcomes because it relates to how things are in the real classroom, so curriculum is a concept of an experience.

The curriculum contains the entire student learning experience the school accounts for to achieve the expected learning outcomes. Kurikulum Merdeka gives freedom to educational units, namely schools, to develop the curriculum according to the needs and conditions of the school ([Nurzen, 2022](#)). According to research conducted by [Daga \(2021\)](#) regarding the meaning of independent learning and strengthening the role of teachers in elementary schools, it is said that the meaning of independent learning is the freedom of teachers and students to think, be more innovative and creative, and be happy in learning activities. As a learning actor, independence must first exist in the teacher so that independence can also occur in students through efforts to plan learning and achieve learning objectives to implement the school curriculum.

Kurikulum Merdeka encompasses a variety of intraschool learning formats with more effective learning content designed to give students more time to understand concepts in their subjects, thereby strengthening their skills ([Deltania & Rosyid, 2023](#)). In Kurikulum Merdeka, the Pancasila Student Profile is derived from the national education goals and learning outcomes in the national education standards.

As stated by [Rizki dan Fahkrunisa \(2022\)](#), the Pancasila Student Profile is a portrait of graduates who possess the character and competencies to uphold the noble values of Pancasila. According to this, in the Pancasila Student Profile, educational goals and vision are translated into students' daily character and competencies through school culture, intracurricular, cocurricular, and extracurricular learning in a format that all education stakeholders easily understand. In addition, students are encouraged to undertake various mini-projects that enhance their abilities and characteristics to align with the graduate profile depicted in the Pancasila Student Profile ([Purnomo et al., 2023](#)). In conclusion, Kurikulum Merdeka

focuses on improving human resource quality through the freedom of thinking for teachers and students in a happy and open environment to deepen knowledge, attitudes, and skills within the students' surroundings, fostering character aligned with the Pancasila Student Profile.

### **Kurikulum Merdeka Learning in Sekolah Penggerak**

Sekolah Penggerak is a program planned by the government to develop Kurikulum Merdeka. According to Rizki and Fahkrunisa (2022), implementing the Kurikulum Merdeka as a continuation of improvements to the 2013 curriculum was not carried out simultaneously. However, it was initiated by Sekolah Penggerak schools with financial and technical support and the implementation of Kurikulum Merdeka through independent pathways based on the readiness of each educational unit, with independent training support. Furthermore, according to Asrifa *et al.* (2023), if educational institutions are not yet ready to use Kurikulum Merdeka, they may choose the Kurikulum 2013 or the Emergency Curriculum, with a complete evaluation and implementation of the curriculum scheduled for 2024. Sekolah Penggerak elementary schools have several phases in their implementation according to the Minister of Education, Culture, Research, and Technology's Decision No. 162 of 2021, namely: 1) Phase A for grades I-II; 2) Phase B for grades III-IV; 3) Phase C for grades V-VI (see: [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=2437](https://jdih.kemdikbud.go.id/detail_peraturan?main=2437))

Sekolah Penggerak is a program that encourages educational units to transform to improve school learning quality (Khofifah & Syaifudin, 2023). Kurikulum Merdeka in Sekolah Penggerak program is a learning process based on differentiation. This is evident from the characteristics of the Kurikulum Merdeka, which include: (1) the development of soft skills and character aligned with the Pancasila learner profile through project-based learning; (2) a focus on essential content to ensure sufficient time for in-depth learning to achieve literacy and numeracy as foundational competencies; (3) flexibility for teachers to conduct instruction according to students' abilities and adapt to local contexts and content. Teachers and students participating in the learning process feel safe and comfortable and enjoy the experience by placing students at the centre of learning, aligning with Kurikulum Merdeka's characteristics, which focus on character development and student-centred learning. Learning in the Kurikulum Merdeka in elementary schools is based on the Ministry of Education and Culture, namely (see: <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>):

- a. Intracurricular learning is learning activities planned for each subject based on learning outcomes, accounting for 75-80% of the learning load each year. Based on this, the government manages the learning load for each subject in terms of class hours per year, allowing educational institutions to allocate learning time each week within an academic year flexibly.
- b. Co-curricular learning is project-based learning across subjects that aims to develop the Pancasila learner profile without focusing on achieving specific learning outcomes..

Kurikulum Merdeka assessment, in its implementation, uses authentic assessment that has been in place since the implementation of the education unit-level curriculum to measure all aspects of student abilities, namely knowledge, attitude, and skills. Based on the above opinions, it can be concluded that in its implementation, Kurikulum Merdeka emphasizes differentiated learning according to students' achievement levels by using authentic assessment to describe all aspects of student abilities.

### **Implementation of Kurikulum Merdeka**

Learning activities are based on the Kurikulum Merdeka policy for elementary schools, which refers to Permendikbudristek No. 16 of 2022 concerning Standards for Primary and Secondary Education

Processes, including planning, implementation, and assessment of learning processes and outcomes (see: [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=3092](https://jdih.kemdikbud.go.id/detail_peraturan?main=3092)).

a. Learning Planning

Learning planning is developing learning in an integrated system with several interactive elements. Based on the Guidelines for Early Childhood, Primary, and Secondary Education Learning and Assessment (see: <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajaran-dan-Asesmen.pdf>), learning planning for the Kurikulum Merdeka involves

1. Understanding learning outcomes

Learning outcomes are learning competencies achieved by students at each developmental stage. Basic education in the developmental stage is divided into three stages, namely stages A to C.

2. Formulating learning objectives

Learning objectives describe competency achievements, namely knowledge, skills, and attitudes, that students acquire in one or more learning activities.

3. Developing a learning objective flow

The learning objective sequence is a series of learning objectives arranged systematically and logically in the learning phase so that students can achieve learning outcomes, namely the competencies they achieve at the end of the phase.

4. Designing and Developing Teaching Modules

Teaching modules are teaching tools that contain objectives, steps, media, assessments, information, and other learning references to help teachers implement learning.

b. Learning Implementation

Learning implementation is an action taken from a well-planned and detailed plan for learning activities. The integration of learning and assessment is strongly emphasized in the Kurikulum Merdeka, especially in formative assessment, to determine the progress of the learning process. Learning activities include a sequence of activities in the form of steps divided into three stages: introduction, core, and conclusion. First, the introduction consists of preparing students to be ready to participate in the learning process, motivating students to learn contextually, asking questions that relate prior knowledge to the material to be studied, explaining the learning objectives to be achieved, and conveying the scope of the material and an overview of the activities. Second, the core activities are conducted using various teaching methods and media, as well as learning resources tailored to the characteristics of the students and the subject matter. Third, the closing involves teacher-student activities to reflect on and evaluate the learning process and outcomes, identify the learning outcomes' benefits, provide feedback on the learning process and outcomes, assign follow-up tasks, and inform students of the learning plan for the next session.

c. Process and Learning Outcome Assessment

Assessment is an integral part of the learning process to find a basis for consideration regarding achieving learning objectives. The assessment design is included in the lesson plan, which consists of several activities, namely: (1) assessment for learning, which is diagnostic and formative assessment that provides information or feedback to teachers and students so that they can monitor and improve the learning process at the beginning and during the process; (2) assessment as learning, which is reflection that can be done through self-reflection on learning activities and self-reflection on the results of assessments conducted by fellow teachers, the principal, and students taught directly by the teacher on the implementation of the learning they have carried out; (3) assessment of learning is summative assessment to ensure the achievement of overall learning objectives by aligning student learning outcomes with the criteria for achieving learning objectives in the form of a learning outcome report on the achievement of learning carried out at the end of the learning process, such as in one scope of

material consisting of one or more learning objectives following the teacher's considerations and policies applicable in the educational unit.

## Teacher Readiness

Teachers have the creative ability to convey their knowledge to students to guide them in developing their competencies, making teachers motivators in student learning activities and drivers of school transformation (Arianti, 2018; Satriawan *et al.*, 2021). The role of teachers in Sekolah Penggerak is to encourage the overall development of students by becoming *penggerak* for other teachers to implement independent learning and become role models and agents of change in an educational ecosystem (Jannati *et al.*, 2023). In this way, teachers in Sekolah Penggerak play an important role in implementing the Kurikulum Merdeka to realize independent, innovative, and creative learning and share knowledge and skills with other teachers.

In response to the previous curriculum update, teachers were encouraged to prepare themselves for the new curriculum (Jamilah *et al.*, 2023). Teachers' readiness as educators in schools is determined by their ability to master their subject as knowledge educators in learning activities (Ramadhan & Meilana, 2022). According to Suviana (2021), readiness is the overall state of individual development at the physical and psychological change level that prepares them to respond in a certain way to a particular situation. Based on this definition, readiness is the overall condition of an individual in response to a particular situation, in preparing actions to be decided upon to achieve the desired goals through conditions that support the individual's readiness. Furthermore, according to Jayanti (2022), teacher readiness is divided into three aspects: emotional readiness, cognitive readiness, and behavioural readiness, and the following are the indicators for each aspect.:

### a. Emotional readiness

Emotions are dynamic and complex phenomena that occur within individuals and are influenced by internal and external factors, thereby affecting an individual's cognition, behaviour, and physical condition (Christianto, 2018). Emotional readiness is characterized by a teacher's willingness to take responsibility for teaching. According to Mamujaja *et al.* (2023), one of the factors influencing the implementation of the Kurikulum Merdeka is the teachers' readiness to implement it. As a result, training is needed to improve teachers' readiness to implement the Kurikulum Merdeka. Based on this, positive responses can support the optimization of activities. Furthermore, teachers should be able to adapt to tasks at any time, be independent in carrying out tasks, and appreciate the intrinsic value of a task.

### b. Cognitive readiness

Cognitive readiness is indicated by critical thinking skills to carry out tasks. Critical thinking is one of the skills needed in the 21st century that enables a person to make informed decisions based on their information (O'Reilly *et al.*, 2022). Teachers should also be aware of their strengths and weaknesses in carrying out tasks and understand the relationship between the tasks performed and the conditions in the field. According to Galuh (2020), the implementation of teachers' tasks in learning can increase the importance of learning for students by applying competencies in daily life. Thus, by implementing learning according to the conditions in the field, teachers can provide a deeper meaning to what students are learning; furthermore, awareness of the willingness to learn things that have not been understood while carrying out tasks. According to Handayani and Septhiani (2021), internal factors, including self-awareness to improve oneself, are things that people outside oneself cannot control. For this reason, a person needs to be aware of things that are not yet understood as a practice of self-improvement based on their own will. Then, teachers need to be able to integrate concepts and tools from various subjects. As stated by Tricahyati dan Zaim (2023), teachers should have a deep and

comprehensive understanding of Kurikulum Merdeka to achieve the expected educational goals optimally through the desire to develop themselves in facing changes..

c. Behavioural readiness

Behaviour is a process of interaction that manifests in an individual's life with their environment (Hanifah *et al.*, 2020). Behavioural readiness consists of the teacher's ability to manage time to achieve targets by their duties and their willingness to carry out partnership functions with colleagues. This aligns with the opinion of Roykhan *et al.* (2022), who stated that effective collaboration between teachers and parents can help students learn.

## METHODS

This study applied a quantitative approach using descriptive research methods. The process began with data collection, data interpretation, and results presentation using figures to determine the extent of teachers' readiness to implement the Kurikulum Merdeka. Samples in this study were elementary school teachers who implemented the Kurikulum Merdeka in the Cibongkok District, which were teachers from SDN 065 Cihampelas, SDN 104 Langensari Senanggalih, and SDN 189 Neglasari, with a total of 45 teachers. Data sampling in this study used a total sampling technique. Data collection in this study used a questionnaire in closed-ended statements, followed by a documentary study to complement the data to meet the research needs. Then, the data analysis techniques used in this study were quantitative descriptive data analysis techniques in percentages.

## RESULTS AND DISCUSSION

The data description below is intended to describe the results of data collection, which are the teachers' responses to the questionnaire collected from the three Sekolah Penggerak elementary schools in Coblong District, Bandung City, which were then summarized and analyzed to measure the teachers' readiness in implementing the Kurikulum Merdeka process standards. Teachers' readiness criteria in implementing Kurikulum Merdeka can be seen in **Table 1**.

**Table 1.** Teachers' readiness criteria in implementing Kurikulum Merdeka

Interval	Category	Frequency	Percentage
0%	Unprepared	0	0%
1% – 25%	Slightly prepared	0	0%
26% – 49%	Less than half prepared	0	0%
50%	Half prepared	0	0%
51% – 75%	More than half are prepared	0	0%
76% – 99%	Mostly prepared	28	62%
100%	Fully prepared	17	38%
<b>Total</b>		<b>45</b>	<b>100%</b>

Source: Research, 2023

Based on the results of data analysis in **Table 1**, it shows that teachers' readiness in implementing Kurikulum Merdeka in elementary schools in Coblong District, Bandung City, is in the "mostly prepared" category, which is 62% or 28 teachers, and the "fully prepared" category, which is 38% or 17 teachers. Based on the above results, the highest frequency is 62%, with 28 teachers included in the "mostly prepared" category due to several weaknesses, such as incomplete teaching materials, difficulty in assessing students, and insufficient time, which prevented teachers from being included in the "fully prepared" category. These results indicate that the teachers' readiness to implement the Kurikulum

Merdeka in elementary schools in the Coblong District of Bandung City is categorized as “primarily prepared. Detailed information regarding the readiness of elementary school teachers in the Coblong District of Bandung City in implementing the Kurikulum Merdeka is divided into three aspects: (1) emotional readiness, (2) cognitive readiness, and (3) behavioural readiness, which are as follows:

### **Teachers' Readiness in Implementing the Kurikulum Merdeka Based on Emotional Readiness**

Teachers' emotional readiness in the implementation of the Kurikulum Merdeka was categorized as “mostly prepared” with a percentage of 97% due to their sense of responsibility, enthusiasm, willingness, adaptability, self-reliance, and ability to appreciate intrinsic values in carrying out learning at Sekolah Penggerak elementary schools in the Coblong District. Further details on the emotional readiness aspect are as follows: (1) responsibility, teachers are ready in the sub-indicator of responsibility because they conduct learning following the latest curriculum established by the government, using the Learning Objective Flow as a reference in developing teaching modules. (2) Enthusiasm, most teachers are ready, as shown by seeking information related to the learning implementation in the implementation of Kurikulum Merdeka.

Furthermore, teacher enthusiasm is seen in implementing learning through material delivery using various methods to attract students' attention and motivate them to learn, thereby achieving learning objectives without monotonous learning. (3) willingness to adapt, based on the data results, it is known that most teachers are ready through efforts to adapt the implementation of learning in the Kurikulum Merdeka by the training received. This is further demonstrated through the statement that learning is carried out by prioritizing textbooks rather than following technological developments because teachers, as educators, need to continue learning, including technological developments that are useful for learning activities. However, some teachers said they do not prioritize textbooks in learning by following technological developments because the school only has textbooks as learning tools. (4) self-reliance, based on the data results, most of the teacher respondents were ready to demonstrate this by preparing facilities and infrastructure to implement learning support activities. Furthermore, teacher self-reliance was demonstrated through statements that they could carry out learning independently without assistance from assistant teachers because the overall implementation of learning had been prepared and well-designed in the teaching modules. (5) appreciating intrinsic value within oneself; most teachers are ready to evaluate students' assignments and motivate students to be enthusiastic about learning. This is further demonstrated in the statement of not giving appreciation to students because giving appreciation to students is important to increase their motivation in learning.

### **Teachers' Readiness in Implementing the Kurikulum Merdeka Based on Cognitive Readiness Aspects**

Teachers' cognitive readiness in implementing the Kurikulum Merdeka is categorized as “mostly prepared” with a percentage of 98%. This is due to teachers' readiness as a critical thinking process in implementing learning and their ability to integrate concepts and tools from various subjects in elementary schools in the Coblong District. In more detail, the cognitive readiness aspects are as follows: (1) critical thinking, most teachers are ready as shown in the implementation of Kurikulum Merdeka, which is appropriate for elementary school students because direct learning can make students active and creative. (2) awareness of strengths and weaknesses, most teachers are ready, as shown by their self-reflection after learning to identify strengths and weaknesses, to immediately improve their material delivery. (3) contextual thinking, the data shows that most teachers are ready because they support the curriculum established by the government, as demonstrated in the implementation of learning that encourages students to analyze problems in the learning material and those that occur in the community so that students are enthusiastic and interested in the teaching material. (4) self-awareness and willingness, most teachers are ready, as

shown by preparing appropriate learning strategies to convey the learning objectives to students. In addition, they strive to perform as well as possible in implementing the Kurikulum Merdeka to create effective and efficient learning and provide meaningful learning experiences for students. (5) Integrating various disciplines, most teachers are ready, as indicated by their implementation of the Kurikulum Merdeka, to deliver learning that can explore students' knowledge more deeply.

### **Teachers' readiness in implementing the Kurikulum Merdeka based on behavioural readiness**

Teachers' behavioural readiness in implementing Kurikulum Merdeka falls into the "mostly prepared" category with a percentage of 98% due to efforts to carry out partnership functions and proficiency in managing time following the objectives of carrying out tasks among elementary school teachers in the Coblong District. Further details on behavioural readiness are as follows: (1) carrying out partnership functions, most teachers are ready, as shown by cooperation between the principal, teachers, school community, and parents in the implementation of learning in the Kurikulum Merdeka, starting from the preparation of the lesson plan to the evaluation of learning implementation. (2) Proficient in time management, most teachers are ready to manage learning activities according to the learning schedule used as a reference in achieving learning objectives. However, some teachers stated that they are not proficient in time management, as shown in the implementation of learning, where teachers do not pay attention to time according to the teaching module because in delivering learning materials to students, they sometimes exceed the time limit due to students being active in class in listening and following the lesson..

### **Discussion**

Before the Kurikulum Merdeka was implemented, teachers at Sekolah Penggerak elementary schools in the Coblong District of Bandung City had already participated in socialization activities related to Kurikulum Merdeka at their schools. This was evident in the results of data analysis on teachers' emotional readiness, with 97% falling into the "mostly prepared" category. This is similar to the findings of a study conducted by [Wahira et al. \(2023\)](#) research on training elementary school teachers to understand the Kurikulum Merdeka, which showed that Kurikulum Merdeka was new to teachers; however, with training, teachers were able to understand what to do before using the curriculum in their teaching. The other preparation teachers did was training on the Merdeka Mengajar platform. In this case, teachers' emotional condition was related to their tolerance of uncertainty. According to research conducted by [Ayu \(2021\)](#) on emotional stability and teaching readiness, optimal emotional stability can make it easier for teachers to prepare themselves by continuing to have the desire to learn and develop their abilities according to the situations and conditions they face, as well as the challenges that continue to change.

Based on interviews with teachers at elementary schools, Merdeka Mengajar training is conducted independently to improve teachers' competencies with concise materials that can be accessed via Android devices connected to the internet. In the presence of Merdeka Mengajar training with the Merdeka Menejar platform (PMM), efforts are being made to improve teachers' competencies and assist in addressing the learning crisis ([Nugraha, 2022](#)). Teachers need to support each other to improve their competencies. This is also supported by research conducted by [Sihombing et al. \(2021\)](#), which found that changes in learning implementation due to the implementation of the Kurikulum Merdeka were also influenced by the presence of teachers who could become creators, innovators, and role models for other teachers.

Based on interviews with teachers at Sekolah Penggerak elementary schools, it was revealed that teachers do not yet fully understand the Kurikulum Merdeka. However, this lack of understanding does not hinder teachers' cognitive readiness as they continue to improve their understanding in line with curriculum development. Based on Permendikbudristek Number 16 of 2022 (see:

[https://jdih.kemdikbud.go.id/detail\\_peraturan?main=3092](https://jdih.kemdikbud.go.id/detail_peraturan?main=3092)), the implementation of Kurikulum Merdeka refers to learning activities, including planning, implementation, and assessment of the learning process and outcomes.

a. Learning Planning

Researchers collected teaching materials developed by teachers at Sekolah Penggerak elementary schools in the Coblong District of Bandung City to support the learning process. Researchers then analyzed these teaching materials. Based on the documentation, most teachers paid close attention to learning objectives and teaching modules to ensure their teaching aligned with the learning objectives. A brief interview with one of the teachers at the Sekolah Penggerak elementary school revealed that the initial development of teaching modules was based on the Merdeka Mengajar platform. After adjusting, the Teacher Working Group created the modules independently, occasionally facing challenges aligning the content between learning objectives and learning outcomes. However, the implementation was carried out effectively, and frequent discussions were held to address these challenges.

b. Learning Implementation

Based on the research results, most teachers have implemented learning starting from introductory, core, and closing activities: (1) introductory. Teachers have opened the lesson by creating a conducive learning environment so students are ready to follow the lesson. (2) Core activities. Teachers have managed core activities and mastered the learning material well through student-centred activities to motivate their enthusiasm for learning by the characteristics of Kurikulum Merdeka, i.e., using differentiated learning. According to [Suardana et al. \(2022\)](#), the Kurikulum Merdeka regulates flexible lesson hours for intracurricular activities and projects to strengthen the Pancasila student profile through the use of differentiated learning as an effort by teachers to facilitate all differences by the achievement stages of students in order to create a conducive and enjoyable learning environment. Then, (3) closing activities. Teachers have effectively concluded the learning process, as demonstrated at the end of the lesson, by guiding and directing students to summarize the lesson and the entire learning sequence to identify the benefits of the learning outcomes.

c. Process and Learning Outcome Assessment

Researchers have collected learning documents compiled by teachers at Sekolah Penggerak elementary schools in the Coblong District of Bandung City to be analyzed. Based on the study results, most teachers have conducted learning assessments well, as evidenced by the teachers giving diagnostic assessments, which are part of formative assessment, before starting lessons to identify students' weaknesses and strengths in learning the material. Then, they monitor student learning using formative assessment during the learning process, conducting self-reflection after the learning process to immediately improve any shortcomings in implementing the learning process, as well as using summative assessments to measure students' learning outcomes after the learning process ends in the form of regular learning outcome reports or Pancasila student profile strengthening project reports so that parents and students can know the students' abilities and mastery of the material.

Furthermore, according to interviews with teachers at the Sekolah Penggerak elementary schools, a lack of student obedience to teachers is a challenge in implementing the Kurikulum Merdeka, so it is necessary to position themselves as a friend by understanding their characters because mistakes, especially in guiding elementary school-aged students, can leave a lasting impression. Understanding student characteristics can support improvements, such as for students who have difficulty reading, by explaining to them that additional lessons will be provided so that they can read more fluently. In addition, as partners in learning, parents can also enrich the literacy environment for students to enhance their understanding through cooperation with teachers to evaluate student progress. However, a brief interview with one of the

teachers at the Sekolah Penggerak Elementary School revealed that implementing learning activities lacks collaboration with educational institutions, although many organizations have partnered to provide educational support. It was concluded that teachers' readiness to implement the Kurikulum Merdeka is determined by their ability to proficiently manage time to achieve learning objectives and establish collaboration with parents and other partners..

## CONCLUSION

Research on teacher readiness for implementing the Kurikulum Merdeka in elementary schools concluded that teachers in the Sekolah Penggerak program in Coblong District, Bandung City, were mostly ready in all aspects of teacher readiness. Most teachers are ready to implement the Kurikulum Merdeka by participating in Merdeka Mengajar (Independent Teaching) self-training and socializing with other teachers to exchange experiences in learning activities. Readiness is also shown in designing, implementing, and assessing learning. Most teachers are ready to plan learning through the development of teaching modules, implement learning by building a conducive learning environment, and strive to carry out assessments in learning by the Kurikulum Merdeka. Positive behaviour toward curriculum implementation is manifested through collaboration with colleagues and effective time management to achieve goals in line with their responsibilities. Recommendations for further research include conducting additional studies on curriculum implementation readiness based on other educational standards to provide a comprehensive overview of curriculum implementation readiness in schools..

## AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article and confirms that the data and content of the article are free from plagiarism.

## REFERENCES

- Arianti, A. (2019). Peranan guru dalam meningkatkan motivasi belajar siswa. *Didaktika: Jurnal Kependidikan*, 12(2), 117-134.
- Asrifan, A., Seraj, P. M. I., Sadapotto, A., Nurhumairah., & Vargheese, K. J. (2023). The implementation of kurikulum merdeka as the newest curriculum applied at sekolah penggerak in Indonesia. *International Journal of Education and Humanities*, 2(1), 62-74.
- Ayu, F. A. (2021). Stabilitas emosi dengan kesiapan mengajar pada guru full day school. *Jurnal Ilmiah Psikologi*, 9(3), 676-684.
- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan. *Journal of Educational and Language Research*, 1(12), 2105-2118.
- Christianto, L. P. (2018). Manfaat emosi positif bagi guru bimbingan dan konseling. *Jurnal Selaras (Kajian Bimbingan dan Konseling serta Psikologi Pendidikan)*, 1(1), 54-68.
- Daga, A. T. (2021). Makna merdeka belajar dan penguatan peran guru di sekolah dasar. *Jurnal Educatio*, 7(3), 1075-1090.
- Deltania., & Rosyid, A. (2023). Teacher readiness in implementing the independent learning curriculum in elementary schools. *Education and Social Sciences Review*, 4(1), 34-40.

- Dewi, L. M. A. W., & Astuti, N. P. E. (2022). Hambatan kurikulum merdeka di kelas IV SDN 3 Apuan. *Jurnal Pendidikan Dasar Rare Pustaka*, 4(2), 31-39.
- Galuh, B. P. (2020). Pengaruh pembelajaran kontekstual terhadap keterampilan berpikir rasional siswa pada subkonsep pencemaran air. *Jurnal Soshum Insentif*, 3(1), 1-7.
- Hanifah, H., Susanti, S., & Adji, A. S. (2020). Perilaku dan Karakteristik peserta didik berdasarkan tujuan pembelajaran. *Manazhim (Jurnal Manajemen dan Ilmu Pendidikan)*, 2(1), 105-117.
- Handayani, D., & Septhiani, S. (2021). Pengaruh kecerdasan emosional aspek kesadaran diri terhadap prestasi belajar Matematika. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 5(2), 1352-1358.
- Jamilah, I., Murti, R. C., & Khotijah, I. (2023). Analysis of teacher readiness in welcoming the "Freedom to Learn" policy. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 76-779.
- Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran guru penggerak dalam implementasi kurikulum merdeka di sekolah dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 330-345.
- Jayanti, N. P. N. (2022). Kesiapan guru dalam melaksanakan pembelajaran new normal pada anak usia dini. *Jurnal Anak Usia Dini Undiksha*, 10(3), 397-407.
- Khofifah, B., & Syaifudin, M. (2023). Analisis kebijakan pemerintah mengenai sekolah penggerak. *Jurnal Inovasi Penelitian*, 3(8), 7405-7410.
- Mamuaja, M. P., Katuuk, D. A., Lengkong, J. S. J., & Rotty, V. N. J. (2023). Identification "Merdeka Curriculum" of elementary school levels in Tomohon City. *International Journal of Information Technology and Education*, 2(3), 33-42.
- Nugraha, T. S. (2022). Kurikulum merdeka untuk pemulihan krisis pembelajaran. *Inovasi Kurikulum*, 19(2), 251-262.
- Nursaputri, E. R., & Sabat, Y. (2023). Kindergarten teachers' readiness in implementing kurikulum merdeka. *AoEJ: Academy of Education Journal*, 14(2), 531-544.
- Nurzen, M. (2022). Teacher readiness in implementing the merdeka curriculum in Kerinci Regency. *Edunesia: Jurnal Ilmiah Pendidikan*, 3(3), 313-325.
- O'Reilly, C., Devitt, A., & Hayes, N. (2022). Critical thinking in the preschool classroom: A systematic literature review. *Thinking skills and creativity*, 46, 1-20.
- Purnomo, A. R., Yulianto, B., Mahdiannur, M. A., & Subekti, H. (2023). Embedding sustainable development goals to support kurikulum merdeka using projects in biotechnology. *International Journal of Learning, Teaching and Educational Research*, 22(1), 406-433.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini. (2022). Implementasi kurikulum merdeka belajar di sekolah penggerak. *Jurnal Basicedu*, 6(4), 6313-6319.
- Ramadhan, D. Y., & Meilana, S. F. (2022). Analisis kesiapan guru dalam mengajar materi IPA pada pembelajaran tatap muka di masa pandemi COVID-19. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 22(2), 208-219.
- Rizki, R. A., & Fahkrunisa, L. (2022). Evaluation of implementation of independent curriculum. *Journal of Curriculum and Pedagogic Studies (JCPS)*, 1(4), 32-41.
- Roykhan, M., Sucipto., & Ardianti, S. D., (2022). Kolaborasi guru dan orang tua dalam proses pembelajaran selama pandemi COVID-19 di sekolah dasar. *Jurnal Prasasti Ilmu*, 2(1), 48-53.

- Satriawan, W., Santika, I. D., & Naim, A. (2021). Guru penggerak dan transformasi sekolah dalam kerangka inkuiri apresiatif. *Al-Idarah: Jurnal Kependidikan Islam*, 11(1), 1-12.
- Samari, S. (2022). Pengaruh kompetensi guru penggerak dalam meningkatkan mutu pendidikan. *Journal of Innovation in Teaching and Instructional Media*, 2(3), 163-169.
- Sihombing, A. A., Anugrahsari, S., Parlina, N., & Kusumastuti, Y. S. (2021). Merdeka belajar in an online learning during the COVID-19 outbreak: Concept and implementation. *Asian Journal of University Education*, 17(4), 35-45.
- Suardana, I. P. O., Agustini, I. D. A. N., Supriatni, E. T., & Suwignyo, H. (2022). Analysis of teacher's readiness in implementing "Kurikulum Merdeka" in public elementary schools in Menanga District: A case study. *ISCE: Journal of Innovative Studies on Character and Education*, 6(2), 369-377.
- Suviana, N. T (2021). Motivasi dan kesiapan belajar dalam pembelajaran daring selama pandemi COVID-19. *Journal of Education and Language Research*, 1(4), 431-440.
- Tricahyati, S., & Zaim, M. (2023). English teachers' readiness in implementing of 'Merdeka Belajar' curriculum in teaching English at junior high school in Padang. *Journal of English Language Teaching*, 12(1), 97-105.
- Wahira. W., Hamid. A., & Lukman. (2023). Pelatihan pemahaman kurikulum merdeka belajar pada guru sekolah dasar. *Jurnal Pengabdian Masyarakat*, 1(2), 43-48.