

## Evaluation of The Readiness of Madrasah Ibtidaiyah Teachers In The Implementation of The Kurikulum Merdeka

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**Abstract:** This research is important because teachers must know their readiness before implementing the kurikulum merdeka so they don't experience difficulties. Besides that, in order to find out how prepared the teacher is in implementing the kurikulum merdeka to reduce learning loss that occurs in students. The purpose of this study was to describe the understanding of Madrasah Ibtidaiyah teachers in the city of Watampone about the kurikulum merdeka policy, the readiness of Madrasah Ibtidaiyah teachers in the city of Watampone in formulating learning objectives for the Pancasila profile, kesiapan guru Madrasah Ibtidaiyah di kota Watampone dalam implementasi pembelajaran abad 21, and describe the readiness of Madrasah Ibtidaiyah teachers in the city of Watampone in identifying students' potential. This research is an evaluation study using the discrepancy evaluation model. The research population is Madrasah Ibtidaiyah in the city of Watampone. The data collection technique uses a questionnaire instrument given to teachers and interviews with several key informants. As for the key informants, several Madrasah Ibtidaiyah Heads in the city of Watampone. The research results show that: Madrasah Ibtidaiyah teachers in the city of Watampone understand the essence of the kurikulum merdeka policy, Madrasah Ibtidaiyah teachers in the city of Watampone understand how to formulate learning objectives for Pancasila student profiles, Madrasah Ibtidaiyah teachers in the city of Watampone are ready to implement 21st century learning, Madrasah Ibtidaiyah teachers in the city of Watampone are ready to identify various kinds of potential in students. Based on the results of the research, it can be concluded that Madrasah Ibtidaiyah teachers in the city of Watampone are ready to implement the kurikulum merdeka.

**Keywords:** Evaluation, Madrasah Ibtidaiyah Teacher Readiness, Implementation of the Kurikulum Merdeka

### INTRODUCTION

The Kurikulum Merdeka is a strategic step to support the realization of national education goals by educating the nation's life through liberating education. The presence of an Kurikulum Merdeka is very much in line with efforts to restore learning due to the Covid-19 pandemic which forced all parties to implement learning strategies that were very different from the learning strategies before the covid pandemic. The Covid pandemic that hit has an impact on all sectors, including the education sector, which reduces the emotional bond between teachers and students. This results in learning that is done to be less meaningful. This situation also has an effect on the occurrence of learning loss which is a situation where student learning outcomes decrease as a result of disparities in access and quality of learning (especially in PJJ during the pandemic). Learning loss which is the impact of distance learning is one of the basics of changing the Kurikulum 2013 to the Kurikulum Merdeka,

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Recovery Learning Development & Learning (2022) as a form of full support for curriculum improvement in Indonesia to realize a developed Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students who have critical thinking, are creative, independent, have faith, fear God Almighty, and have noble character, work together and have global diversity through the implementation of the Kurikulum Merdeka. Until now, the Kurikulum Merdeka is still an option for schools that are ready to implement it in the context of recovering learning from 2022 to 2024 due to the pandemic. However, for schools that are not ready to implement the Kurikulum Merdeka there are still other options, namely continuing to use the Kurikulum 2013, or continuing with the Kurikulum Darurat until an evaluation of the learning recovery curriculum is carried out in 2024.

The Kurikulum Merdeka initiated by the Minister of Education and Culture Nadiem Anwar Makarim formulated several new policies. Conceptually, the Kurikulum Merdekaprovides freedom for institutions and students in carrying out the learning process (Faiz, Aiman;Kurniawaty, 2020), (Prasetyo et al., 2020), (Sari, 2019). The advantages of the Kurikulum Merdekawere explained by the Ministry of Education and Culture (2021b) focuses on essential material and develops student competence in its phases so that students can learn more deeply, meaningfully and enjoyably, not in a hurry (Rahmadayanti, Dewi; Hartoyo, 2022).

Teachers have a very important role both in curriculum development and in its implementation. Learning designs that are no longer teacher-centered and utilize various learning media will motivate students to be active and trained to develop critical thinking skills (Herawati & others, 2022). Likewise, the teacher plays a very important role in implementing the independent learning policy. Teachers can contribute collaboratively and effectively work with school curriculum development to organize and structure learning materials, textbooks, and content. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom (Alsubaie, 2016). As educators, teachers can understand student psychology, know about learning methods and strategies. The teacher also acts as an evaluator for assessing student learning outcomes. So, in curriculum development, teachers need to have qualities such as planners, designers, managers, evaluators, researchers, decision makers and administrators. Teachers can play these roles at every stage of the curriculum development process (Daga, 2021). The role of the teacher is the most decisive in this case. The teacher as the center of education needs to manage learning activities properly so that the implementation of the Kurikulum Merdekais in accordance with what is aspired to. Therefore, teachers must have good readiness in implementing the independent curriculum. Readiness is a guarantee of results in the implementation of curriculum planning including learning that will be carried out in class (Wahyudi et al., 2013). Therefore, a teacher must prepare everything that will be done as well as possible. Likewise in implementing the Kurikulum Merdeka, a teacher must have good readiness so that the results are as expected. In addition, to achieve success in implementing good learning activities, teachers must prepare a systematic learning design from the curriculum used in schools (Azizah & Witri, 2021).

An indication of the low quality of learning in the classroom is influenced by the readiness of a teacher who is not good enough (Wote & Sabarua, 2020). Therefore, it is necessary for the teacher's efforts to prepare lesson plans properly so that the quality of learning as a basic principle in education is good. Several studies suggest independent learning in relation to the role of the teacher. The role of the teacher in developing an independent learning curriculum is (1) formulating specific learning objectives according to the curriculum objectives and the characteristics of the subjects and students and class conditions; (2) designing

learning processes that can effectively help students achieve learning objectives or predetermined competencies; (3) carrying out the learning process as curriculum implementation; (4) carry out evaluation of learning processes and outcomes; (5) carry out an evaluation of the interaction of curriculum components that have been implemented (Dhani, 2020). In this study, it only discussed the teacher's role in implementing the Kurikulum Merdeka without discussing teacher readiness in implementing the Kurikulum Merdeka. It is important to do this before the teacher implements the Kurikulum Merdeka, the teacher must know his readiness to implement the Kurikulum Merdeka. The same is true of research from (Saleh, 2020) who concluded that teachers play a very large role in independent learning as a driving force for independent learning. In this study, it was not discussed how the readiness of teachers in carrying out their roles in the implementation of the Kurikulum Merdeka.

Teachers in implementation as a driving force in independent learning still experience difficulties in compiling authentic assessment instruments and implementing assessments in independent learning (Sugiri & Priatmoko, 2020). In this study, it only discussed teacher difficulties in compiling assessments in the Kurikulum Merdeka without discussing teacher readiness in designing these assessments. The same thing is in the research of Sutisno & Nurdianti which describes the difficulties of teachers in implementing independent learning during the Covid-19 pandemic which is carried out online (Sutisno & Nurdianti, 2020). This research also does not discuss teacher readiness in implementing the Kurikulum Merdeka, even though teacher readiness is very important to find out how far the teacher is in preparing for the implementation of the independent curriculum.

The teacher carries out his role in the Kurikulum Merdeka to design learning strategies or methods based on independent learning as a response to the industrial revolution 4.0 (Yamin & Syahrir, 2020). This research also only discusses how teachers design learning methods in the implementation of the Kurikulum Merdeka without discussing how teachers are prepared to design these strategies. Basically the demands of the curriculum are teachers, mentors, and educators with teacher explanations, teachers carry out education, create effective and enjoyable learning; As a guide, the teacher helps students get to know themselves and their problems and solve problems; As educators, teachers facilitate the process of recognizing and maturing students through learning (Wibowo & Farnisa, 2018) (Daga, 2021). This research discusses the process of implementing the Kurikulum Merdeka without discussing teacher readiness in implementing the independent curriculum. Based on this study, it is interesting to carry out an in-depth study through evaluating teacher readiness, especially at Madrasah Ibtidaiyah in Watampone City. Research on evaluating the readiness of Madrasah Ibtidaiyah teachers is important because teachers must know their readiness before implementing a curriculum, so that teachers do not experience difficulties in implementing it. In addition, so that teachers can find out how prepared they are in implementing the Kurikulum Merdeka to reduce learning loss that occurs in students.

## **METHODS**

This research is an evaluative research using discrepancy model. Evaluative research is applied research which is a systematic way to find out the effectiveness of a program, action or policy or other object under study compared to predetermined goals or standards. (Sugiyono: 2013: 741). The readiness standard for madrasa teachers in implementing the independent curriculum refers to KMA 347 of 2022 concerning the Independent Curriculum and the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of

Recovery Learning Development & Learning Penelitian ini merupakan penelitian evaluatif dengan menggunakan model *discrepancy* uses numbering, and letters for children sub-chapters.

The main target of this research is the readiness of Madrasah Ibtidaiyah teachers in Watampone City to implement the Independent Curriculum. The population of this study was the teachers of the State Islamic Elementary School in the city of Watampone in all classes. The number of public Islamic elementary schools in the city of Watampone is 2 madrasahs with a total of 61 teachers, so that the population in this study were all teachers of public elementary schools in the city of Watampone. The sample was determined using simple random sampling technique. Based on Issac Michael's table with a 1% sampling error, a total sample of 55 teachers was obtained. The data collection technique uses a questionnaire given to the teacher. Indicators of teacher readiness consist of: (1) teachers' understanding of the independent curriculum policy; (2) the teacher's understanding in formulating learning objectives for Pancasila and Rahmatan Lil Alamin student profiles; (3) the teacher's understanding of implementing 21st century learning; (4) the readiness of the teacher to identify the potential of students. Data analysis was carried out quantitatively. The data that was successfully collected was analyzed in the following steps: (1) reviewing all data obtained from data sources, (2) categorizing and classifying data according to the research problem, (3) data reduction and codification for further abstraction and meaning, and (4) making conclusions on the results of the analysis. (Sunuyeko et al., 2016). The data obtained is then processed using the formula:  $P = (\text{obtained score}/\text{maximum score}) \times 100$  The categories and classifications of data processing results refer to the categorization according to Seventika, Sukestiyarno and Mariani as in the following table:

Table 1. Categories of Data Processing Results

Criteria	Score		
Very Ready	81%	$\leq P <$	100%
Ready	63%	$\leq P <$	81%
Less Ready	44%	$\leq P <$	63%
Not Ready	25%	$\leq P <$	44%

## RESULT AND DISCUSSION

### 1. Understanding of Madrasah Ibtidaiyah Teachers in Watampone City about the Kurikulum Merdeka Policy

Based on the questionnaire data that has been responded to by Madrasah Ibtidaiyah teachers in Watampone City, information is obtained as shown in the following figure:

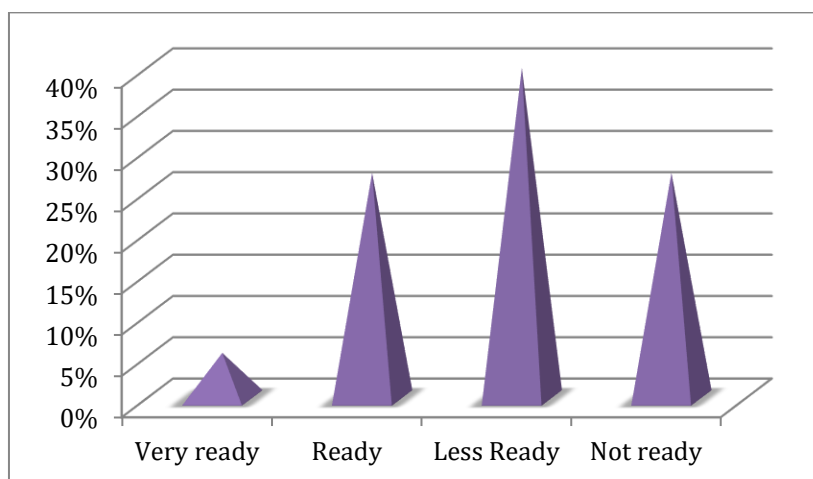


Figure 1. Diagram of Teacher Understanding of the Independent Curriculum Policy

Based on the picture above, it can be seen that the dominant teachers or 27% of teachers were not ready to implement the Kurikulum Merdeka when viewed from the aspect of understanding the Kurikulum Merdeka policies. 40 % of teachers are in the unprepared category, only 27% of teachers are in the ready category regarding understanding of the curriculum policy, and only 5% is in the highly prepared category in terms of understanding aspects Kurikulum Merdeka policies. The teachers stated that they did not know about the Kurikulum Merdeka policy, and they even stated that they were still confused about how to implement the curriculum in everyday learning. In general, these teachers have also never participated in training related to the Kurikulum Merdeka policy. Only a small proportion of them have the initiative to seek information regarding how to implement the Kurikulum Merdeka through various Kemendikbudristek websites. What is needed in relation to strengthening teachers' understanding of the Kurikulum Merdeka is: understanding the learning outcomes set out in the Kurikulum Merdeka; understand how to set learning objectives (TP); understand how to develop a flow of learning objectives (ATP); as well as understanding the steps for preparing the school's operational curriculum; and able to implement projects to strengthen the profile of Pancasila students.

## 2. Readiness of Madrasah Ibtidaiyah Teachers in Watampone City in Formulating Learning Objectives for the Pancasila profile

With regard to the profile of Pancasila students, the results of research on the readiness of Madrasah Ibtidaiyah teachers in Watampone City in formulating learning objectives for Pancasila student profiles show good results as shown in the following figure:

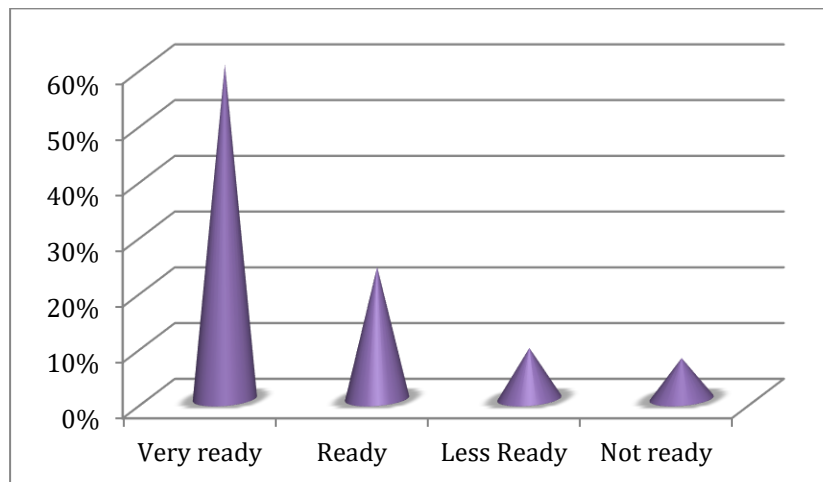


Figure 2. Diagram of Teacher Readiness formulating Learning Objectives for Pancasila Student Profiles

Based on the picture above, it can be seen that there are only 60% of teachers who are very prepared in formulating learning objectives for Pancasila student profiles. 24% of teachers are ready, but there are still 9% of teachers who are not ready and there are even 7% of teachers who are not ready to formulate learning objectives for Pancasila Profile. This happens because teachers have been trying optimally to create student profiles with character in accordance with the mandate of national education goals to build the character of the nation's successor who fears God Almighty, enriches knowledge, creativity, skills, self-confidence, and develops optimal motivation for oneself. However, this is not optimal and still requires several strategic steps from related parties, so that the teacher as a whole can formulate ideal Pancasila profile learning objectives.

### 3. Readiness of Madrasah Ibtidaiyah teachers in Watampone City in the Implementation of 21st Century Learning

The results of the study provide an illustration that in general teachers are ready to implement learning that is able to encourage students to master the 4C skills. This can be seen in the following figure:

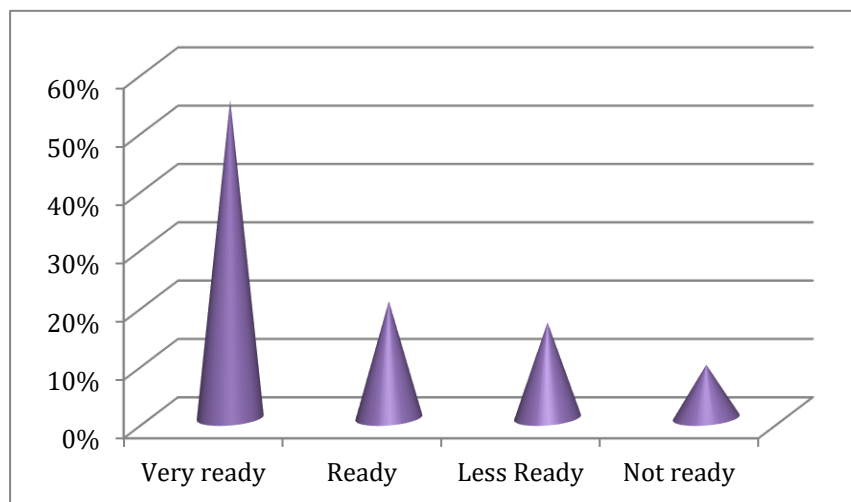


Figure 3. Diagram of teacher readiness to implement 21st century learning

Based on the picture above, it can be explained that 55% of teachers are very ready to apply 21st century learning. Meanwhile, 20% are ready with the 21st century learning concept. Learning media used are also sought to be able to stimulate students to be more active in learning. for 9% of teachers who fall into the category of unprepared in implementing 21st century learning, it is necessary to strengthen them to implement project based learning (PBL) so that student learning activities are increasing.

#### 4. Readiness of Madrasah IbtidaiyahI teachers in Watampone City in Identifying the Self-Potentials of Basic Education Level Students

The results of research conducted on Madrasah Ibtidaiyah teachers in Watampone City provide information that all teachers are ready to identify the potential of their students before designing lessons in class. This can be seen in the following figure:

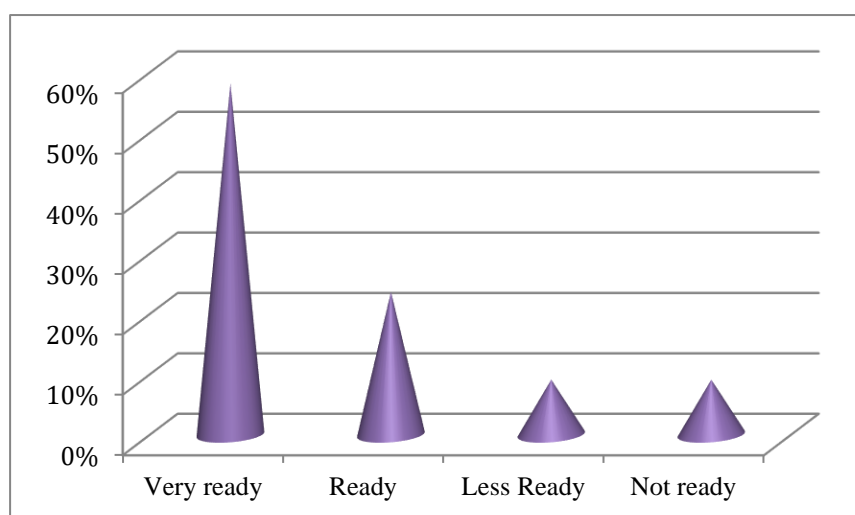


Figure 4. Bar Chart of Teacher Readiness to Identify Potential Learners

Based on the picture above, it can be seen that 58% of teachers are in the very ready category in readiness to identify the potential of their students. The teacher understands that it is necessary to carry out an assessment of students' self-potential before designing semester lessons. Teachers also understand well the following: (1) the need to plan a learning environment that fits students' learning needs; (2) giving students the opportunity to do activities independently and in groups; (3) the need to implement differentiated learning to facilitate students' self-potential; (4) open space for discussion and opinion for students; (5) the need to provide choices to students to demonstrate their understanding of the concept according to their interests; (6) giving students the opportunity to take turns leading classes/groups; and (7) giving appreciation to the good things done by students.

## CONCLUSIONS

Based on the results of the research and discussion above, it can be concluded that Madrasah Ibtidaiyah teachers in Watampone City are ready to implement the independent curriculum technically, this is allegedly because the independent curriculum technically has many similarities with the 2013 curriculum. However, if seen from the teachers' understanding of the independent curriculum policies, there are 40% or dominantly teachers do not understand

these regulations. This was triggered because there was still a lack of socialization and training attended by Madrasah Ibtidaiyah teachers in the city of Watampone. However, when viewed from the aspect of understanding in formulating learning objectives, the teacher's Pancasila profile has reached 60% and is very well prepared. Likewise, when viewed from the aspect of teacher understanding in implementing 21st century learning, it is also included in the very ready category, namely 55%. The same thing also happened in the aspect of teacher readiness in identifying the potential of students 54% were very ready.

Recommendations from the results of this evaluation are: Madrasah primary school teachers need strengthening related to: (1) Socialization and training regarding independent curriculum regulations must be carried out; (2) an understanding of the learning outcomes that have been defined in the independent curriculum; (2) How to set learning objectives (TP); (3) How to arrange the flow of learning objectives (ATP); (4) understanding of the steps for preparing a school operational curriculum; and (5) implementing a project to strengthen the profile of Pancasila students.

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