

TEACHERS' READINESS TO IMPLEMENT THE *KURIKULUM MERDEKA* IN THE NATURAL AND SOCIAL SCIENCE LEARNING

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ABSTRACT

Teachers make a major contribution to the success of the new curriculum implementation to enhance the quality of education. Many researchers have studied the implementation of *Kurikulum Merdeka*, but no studies have specifically explored teachers' readiness in the natural and social science subject in elementary schools. The purpose of this research was to examine elementary school teachers' readiness in the new curriculum implementation. A qualitative research method was used with twelve teachers in 10 elementary schools in the city of Langsa as the participants of the study. The natural & social science teachers were selected by purposive sampling technique. The participants have been having experiences in practicing the Kurikulum Merdeka since 2022. Individual interviews were used to gather data before reducing, presenting, and drawing a conclusion. In addition, questionnaires were delivered and teachers' documents were analyzed to obtain the data of the readiness for the planning, implementation, and assessment processes. The result of this study showed that the preparation process was adequate while both the implementation and assessment processes had a good category. The findings of this study were discussed based on the basic concept of learning in the perspective of Islam and Islamic learning methods. The Islamic education methods, namely *hikmah*, *mau'idzah*, and *jidat*, have been applied in the implementation step. Suggestions for teachers' practice and further research will also be offered based on the research findings.

Keywords: elementary school; Kurikulum Merdeka; Islamic learning; teachers' readiness

INTRODUCTION

The change in the student – centered learning paradigm in the 21st century has an impact on changes to the curriculum.¹ Curriculum is a set of plans and regulations regarding the objectives, content and implementation of education. The learning materials and methods are used as guidelines for carrying out learning.² Curriculum is one of the pivotal aspects in education system to enhance education quality in accordance with the current situations. It is a guideline that contains systematic and various designed teaching materials based on the applicable norms for educators and students to achieve educational

¹ Novtryananda M.S Ghunu, "The Challenges of Remote Area Elementary Schools in Thematic Curriculum Implementation," *International Journal of Instruction* 15, no. 2 (1 April 2022): 19–36, <https://doi.org/10.29333/iji.2022.1522a>.

² Abdurrahmansyah Abdurrahmansyah dkk., "Online Learning Phenomenon: From the Perspective of Learning Facilities, Curriculum, and Character of Elementary School Students," *Education Sciences* 12, no. 8 (25 Juli 2022): 508, <https://doi.org/10.3390/educsci12080508>.



goals³. It should be innovative and dynamic in accordance with the changing times, the development of science and technology, and the required competencies at the era.⁴ Therefore, the education field adapts continuously to curriculum changes along with the changing times and challenges. The history of education in Indonesia has recorded that the Indonesian curricula have been improved and updated continuously based on the needs and demands of the era. Before the Kurikulum Merdeka, Indonesia implemented the first curriculum in 1947 and improved the curriculum in 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision in 1994), 2004 (Competency-Based Curriculum), 2006 (Education Unit Level Curriculum), 2013 (Curriculum 2013), and 2018 into the Revised 2013 Curriculum.⁵ Change involves forward thinking regarding scope, content and evaluation to be in line with changes in curriculum objectives.^{6,7} In the curriculum reform, the vision and mission should be clearly stated and the stakeholders should be fair when redesigning the curriculum to satisfy students' needs.⁸ Consequently, meeting students' needs is the main goal of curriculum changes driven by the challenges of the times that should be understood by stakeholders. This is necessary to achieve the educational goals carried out so far learning is delivered to students.⁹

The goal of curriculum should focus on developing students' competencies. Developing preparedness competencies among students is emphasized in the curriculum

³ D Sintiya, N Nurmasyitah, dan T Junaidi, "Kesiapan Guru IPA SMP Negeri 3 Langsa Terhadap Pelaksanaan Kurikulum 2013 Tahun Ajaran 2018/2019," ... : *Jurnal Pendidikan Fisika* ..., no. 2 (2019): 7–13.

⁴ Peronika Purba, Ayu Rahayu, dan Murniningsih Murniningsih, "Penerapan Kurikulum Merdeka pada pembelajaran IPAS kelas IV di SD Negeri Tahunan Yogyakarta," *Bulletin of Educational Management and Innovation* 1, no. 2 (2023): 136–52, <https://doi.org/10.56587/bemi.v1i2.80>.

⁵ Ulinniam dkk., "Penerapan Kurikulum Revisi 2013 Di Masa Pandemi Pada SMK IBS Tathmainul Qullub Indramayu," *Jurnal Pendidikan Indonesia* 2, no. 1 (2021): 118–26.

⁶ Ratna Hidayah dan Muhammad Nur Wangid, "Elementary School Teacher Perception of Curriculum Changes in Indonesia," *Pegem Journal of Education and Instruction* 12, no. 2 (1 Januari 2022), <https://doi.org/10.47750/pegegog.12.02.07>.

⁷ Amelia Ariefah, Widodo, dan Murien Nugraheni, "Sentiment Analysis for Curriculum of Independent Learning Based on Naïve Bayes with Laplace Estimator," dalam *2023 International Conference on Information Technology Research and Innovation (ICITRI)* (2023 International Conference on Information Technology Research and Innovation (ICITRI), Jakarta, Indonesia: IEEE, 2023), 157–61, <https://doi.org/10.1109/ICITRI59340.2023.10249320>.

⁸ Sharon Campbel, "Education and Curriculum Reform: The Impact They Have On Learning," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 2 (10 Mei 2020): 1074–82, <https://doi.org/10.33258/birle.v3i2.1036>.

⁹ Hendro Prasetyono dkk., "Improvement of teacher's professional competency in strengthening learning methods to maximize curriculum implementation," *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 2 (1 Juni 2021): 720, <https://doi.org/10.11591/ijere.v10i2.21010>.

goal.¹⁰ In Indonesia, the components of the new curriculum called the Kurikulum Merdeka focus on essential materials, student character development, and reinforcement of competencies.¹¹ The implementation of an Kurikulum Merdeka gives teachers the freedom to manage the learning process.¹² Strengthening the Pancasila student profile is also contributed from the implementation of Kurikulum Merdeka in the natural and social science subject¹³. Therefore, the new curriculum implementation in the natural and social science subject should be analyzed to support students' competency development, or Pancasila student profile.

The implementation of a new Kurikulum Merdeka is a major educational transformation that demands significant efforts from all those involved.¹⁴ In the implementation of the Kurikulum Merdeka, teachers make an enormous contribution to the success of achieving the learning goals. They need to carry out the planning, implementation, and evaluation stages.¹⁵ The success of learning and teaching processes and students' learning outcomes are largely determined by teachers' competencies.^{16,17} Consequently, teachers as one of the keys to the success of the implementation of the new curriculum should be deeply analyzed as the subjects in this research.

The implementation of the Kurikulum Merdeka is one of the ways to increase students' learning motivation. This is because, in the Kurikulum Merdeka, the learning activities focus on the role of students to collaborate actively both physically and emotionally. Therefore, the learning activities become more meaningful for students. In

¹⁰ Michael B Cahapay, "Rethinking Education in the New Normal Post-COVID-19 Era: A Curriculum Studies Perspective," *Aquademia Journal* 4, no. 2 (2020): 1–5.

¹¹ M.Si Dwi Nurani S.KM dkk., *Buku Saku Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar*, Direktorat Sekolah Dasar, 2022.

¹² Rosnelli Rosnelli dan Pitra Ashrin Ristiana, "Independent Curriculum Learning Management to Improve Students' Literacy and Numerical Competence in Schools," *International Journal of Education in Mathematics, Science and Technology* 11, no. 4 (9 Juni 2023): 946–63, <https://doi.org/10.46328/ijemst.3513>.

¹³ Diana Yulias Rahmawati dkk., "Implementasi Kurikulum Merdeka pada Mata Pelajaran IPAS Sekolah Dasar," *Jurnal Basicedu* 7, no. 5 (2023): 2873–79.

¹⁴ Hue Thi Thu Dang dkk., "Teachers' Perspectives on the Implementation of the New National Curriculum - Dataset from Vietnam," *Data in Brief* 49 (Agustus 2023): 109451, <https://doi.org/10.1016/j.dib.2023.109451>.

¹⁵ Purba, Rahayu, dan Murniningsih, "Penerapan Kurikulum Merdeka pada pembelajaran IPAS kelas IV di SD Negeri Tahunan Yogyakarta."

¹⁶ Ramaliya, "Pengembangan Kompetensi Guru Dalam Pembelajaran," 2018.

¹⁷ Stephen Maren Macqual, Umi Kalsum Mohd Salleh, dan Hutkemri Zulnaidi, "Assessing Prospective Teachers' Soft Skills Curriculum Implementation: Effects on Teaching Practicum Success," *South African Journal of Education* 41, no. 3 (31 Agustus 2021): 1–21, <https://doi.org/10.15700/saje.v41n3a1915>.

addition, in the Kurikulum Merdeka, teachers are not required to achieve the learning goals and targets as in the previous curriculum¹⁸. Teachers are the key agents in implementing educational change and engaged teachers are likely to influence both the teacher's and students' outcomes.¹⁹

Many researchers have studied the implementation of Kurikulum Merdeka in the natural and social science subject but no articles have specifically explored teachers' readiness in this subject at the elementary school level. Meanwhile, the implementation of the Kurikulum Merdeka requires the readiness of teachers as the human resources.²⁰ Moreover, the values in the curriculum should be taught to students by the teachers.²¹ However, problems in education, responsibilities, and limitations of the schools and educators often become the research topics while both curriculum changes and reforms are not fully understood and internalized by teachers.²² The success of the curriculum will be determined primarily by technological readiness, support and collaboration from all stakeholders, both central and regional governments, teachers, parents and the community.²³ Consequently, teachers' readiness needs to be examined to create potential recommendations on curriculum implementation.

In addition, previous studies have yet to discuss the curriculum based on the basic concept of learning in the perspective of Islam and Islamic learning methods. Therefore, this study attempts to fill the gap and gives recommendations for further regulations and actions. The aim of this study is to describe elementary school teachers' readiness to implement the Kurikulum Merdeka in the natural and social science subject in the city of Langsa. The research questions are: How is teachers' readiness to implement the

¹⁸ Leny Lince, "Implementasi Kurikulum Merdeka untuk Meningkatkan Motivasi Belajar pada Sekolah Menengah Kejuruan Pusat Keunggulan," *Prosiding Seminar Nasional Fakultas Tarbiyah dan Ilmu Keguruan IAIM Sinjai* 1, no. 1 (2022): 38–49, <https://doi.org/10.47435/sentikjar.v1i0.829>.

¹⁹ Shanshan Yang, Dingfang Shu, dan Hongbiao Yin, "The Bright Side of Dark Emotions: Exploring EFL Teachers' Emotions, Emotional Capital, and Engagement in Curriculum Implementation," *Teaching and Teacher Education* 117 (September 2022): 103811, <https://doi.org/10.1016/j.tate.2022.103811>.

²⁰ Fieka Nurul Arifa, "Implementasi Kurikulum Merdeka Dan Tantangannya," *Jurnal Info Singkat* XIV, no. I (2022): 25–30.

²¹ Tri Atminah, "The Task Of Teacher As Curriculum Development In Smp S Tri Bakhti Pir Trans Sosa Iv," *Jurnal Nalar Pendidikan* 7, no. 2 (2019).

²² Gülçin Karakuş, "Solutions for barriers in curriculum implementation," *African Educational Research Journal* 9, no. 2 (2021): 591–99, <https://doi.org/10.30918/aerj.92.21.084>.

²³ Rusi Rusmiati Aliyyah dkk., "Perceptions of elementary school teachers towards the implementation of the independent curriculum during the COVID-19 pandemic," *Journal of Education and e-Learning Research* 10, no. 2 (22 Februari 2023): 154–64, <https://doi.org/10.20448/jeelr.v10i2.4490>.

Kurikulum Merdeka in the planning, implementation, and assessment aspects? What are the supporting factors and hindering factors of teachers' readiness in the implementation of the Kurikulum Merdeka?

Teachers' readiness will be discussed based on the basic concept of learning in the Islamic perspective and Islamic learning methods. The findings are expected to become the basis to observe the upcoming phenomenon of teachers' readiness in implementing the Kurikulum Merdeka based on Islamic perspective. The recommendations of this study can be used as a consideration to help improve the curriculum implementation.

RESEARCH METHODS

A qualitative method was used in this study to describe, explore, and explain a phenomenon about teachers' readiness in the implementation of Kurikulum Merdeka in the natural and social science learning. The meaning of phenomenon is described in the qualitative research.²⁴ In this study, the researchers gathered information about natural and social science teachers' readiness in the implementation of the new Indonesian curriculum. Questionnaire, interviews, and documentation were selected as the data collection techniques in this study. The questionnaire was delivered to the teachers to obtain information about their readiness in the planning, implementation, and assessment aspects of the Kurikulum Merdeka. However, questionnaires have weaknesses, such as limited statements and answers that potentially contradict the actual circumstances. Therefore, this study used interviews to minimize the drawbacks of questionnaire. In addition, interviews were used to identify informants' experiences in carrying out learning.²⁵ The teachers could convey information directly, resulting in more detailed answers through interviews.²⁶ Both instruments were developed based on the teachers' readiness indicators in this following table (modified source).²⁷

²⁴ Sirajuddin Saleh, "Analisis Data Kualitatif" (Bandung, 2017).

²⁵ Sita Ratnaningsih, Yazid Hady, dan Johan Aristya Lesmana, "Analysis of Folklore on Elementary School Students in Environmentally-Based Disaster Mitigation Efforts in the Southern Coastal Areas of Java Island," *jurnal pendidikan dasar Islam* 14, no. 2 (2022).

²⁶ Zhahara Yusra, Ruffran Zulkarnain, dan Sofino, "JOLL 4 (1) (2021) Journal Of Lifelong Learning," *Zhara Yusra / Journal Lifelog Learning* 4, no. 1 (2021): 15–22.

²⁷ Mg Rini Kritiantari, "Analisis Kesiapan Guru Sekolah Dasar dalam Mengimplementasikan Pembelajaran Tematik Integratif Menyongsong Kurikulum 2013." *Jurnal Pendidikan Indonesia* 3, no. 2 (2014).

Table 1
Interview and Questionnaire Guidelines for Teachers

| No. | Aspect | Indicators |
|-----|----------------|--|
| 1 | Planning | Understanding the Natural & Social Science learning outcomes Capable of formulating the learning objectives and flow of learning objectives Understanding the Natural & Social Science learning evaluation techniques in the Kurikulum Merdeka Conducting self-development through seminars and workshops |
| 2 | Implementation | Using varied and relevant methods, media, and teaching materials Having good communication skills with students Getting support and contributions from the superiors, colleagues, parents/guardians, and enterprises when implementing the Kurikulum Merdeka in Natural and Social Science learning |
| 3 | Assessment | Time for evaluation Using varied evaluation methods |

Source : Personal Documents

The research instruments to collect data have been created and validated by 2 experts. The Aiken's V formula was employed to conclude the eligibility of the instruments.²⁸

$$V = \frac{\Sigma(r_1 - l_0)}{[n(c - 1)]}$$

Information:

r = score given by the assessor

lo = lowest validity assessment score

c = highest validity assessment score

n = number of experts & practitioners giving the assessment

The instruments are categorized as invalid when the Aiken's validity index is less or equal to 0.4. If the Aiken's validity index is between 0.4 and 0.8, the instruments are categorized as valid. The instruments will be considered very valid when the Aiken's validity index of each instrument shows a value of more than 0.8.

²⁸ Lewis, R. Aiken, "Three coefficients for analyzing the reliability and validity of ratings." *Educational and Psychological Measurement* 45 no 1 (1985), 131-142. doi: <http://doi.org/10.1177/0013164485451012>

A purposive sampling technique was used to determine the subjects of this research. Purposive sampling is known as a sampling technique that relies on the researchers' judgment in choosing the samples that will be studied²⁹. Twelve teachers of the natural and social science subject from 10 elementary schools in the city of Langsa were involved as the research subjects. SDN 6 Kota Langsa, SDN 2 Kota Langsa, SD 2 Seulah, SDN Tualang Tengoh, SD 2 Kebun Lama, SDN 10 Kota Langsa, SDN Gampong Tengoh, SDN 1 Paya Bujok Tunong, SD 5 Kota Langsa, and SD 2 Muhammadiyah were selected because all of them have implemented the Kurikulum Merdeka in the city of Langsa. The descriptive statistics was used to determine the mean values of teachers' readiness indicators and aspects from the questionnaire data. The mean values were interpreted based on the criteria in the following table³⁰.

Table 2
Interpretation Criteria of the Mean Values

| Scale Range | Category |
|-------------|-----------|
| 4.21 - 5.00 | Very Good |
| 3.41 - 4.20 | Good |
| 2.61 - 3.40 | Fair |
| 1.81 - 2.60 | Poor |
| 1.00 - 1.80 | Very poor |

Source : Personal Documents

The data from the interviews were analyzed qualitatively. The data analysis techniques included data collection, data reduction, data presentation, and drawing conclusion³¹. The data analysis technique is described in the following scheme.

²⁹ Deri Firmansyah and Dede. 2022. "Teknik Pengambilan Sampel Umum Dalam Metodologi Penelitian: Literature Review." *Jurnal Ilmiah Pendidikan Holistik (JIPH)* 1 no 2 (2022): 85–114. <https://doi.org/10.55927>

³⁰ Jonald. L Pimentel, "A Note on the Usage of Likert Scaling for Research Data Analysis. *USM R&D Journal*, vol. 18, (2), 2010. ISSN 0302-7937.," *USM R&D Journal* 18, no. 2 (2010): 109–12.

³¹ Sugiyono. "Metode Penelitian Kuantitatif, Kuanlitatif dan R&D." (Bandung: 2016)

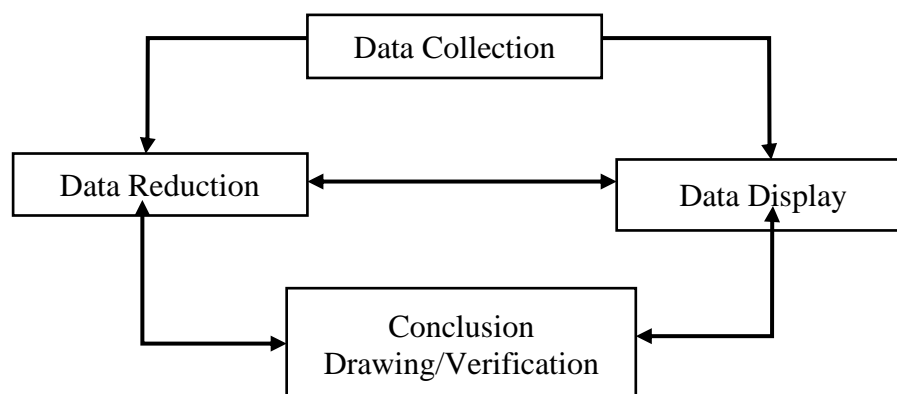


Figure 1
Data Analysis Technique for the Interview
Source :³²

The collected data was reduced by classifying, simplifying, and discarding some parts to make the findings more meaningful. The reduced data was presented narratively and systematically in a table. The presented data was then analyzed to draw conclusions from the interviews.

In this study, the triangulation method was used by comparing the data obtained from the interviews, questionnaire, and teaching document. The triangulation method was used to obtain reliable information and complete description of certain information in this study by comparing the data gathered from different methods.³³

RESULTS AND DISCUSSION

In this study, teachers' readiness to implement the Kurikulum Merdeka was analyzed in terms of the aspect of readiness in planning, readiness in implementing, and readiness in evaluating. Before obtaining the data, the listed questions for the interviews and questionnaire instrument were adapted from a previous study.³⁴ The instruments were validated by 2 experts.

The validity of the interview instrument was analyzed to obtain the Aiken's V average score for each aspect. The Aiken's V average score and category of each indicator are provided in Table 3.

³² Monique Hennink, Inge Hutter, dan Ajay Bailey, *Qualitative Research Methods* (SAGE, 2010).

³³ Iif Ahmad Syarif, Edy Utomo, dan Eko Prihartanto, "Identifikasi Potensi Pengembangan Wilayah Pesisir Kelurahan Karang Anyar Pantai Kota Tarakan," 2021.

³⁴ Mg Rini Kritiantari, "Analisis Kesiapan Guru Sekolah Dasar dalam Mengimplementasikan Pembelajaran Tematik Integratif Menyongsong Kurikulum 2013." *Jurnal Pendidikan Indonesia* 3, no. 2 (2014).

Table 3.
Aiken's V Average Score for the Interview Instrument

| Aspect | Aiken's V Average Score | Category |
|----------------|-------------------------|--------------|
| Planning | 0.80 | Valid |
| Implementation | 0.81 | Highly Valid |
| Assessment | 0.83 | Highly Valid |

Source : Personal Documents

Based on Table 3, the planning aspect in the instrument was valid and the other aspects were categorized as highly valid. Therefore, the interview instrument could be used to gather information in this study.

The results of the Aiken's V Average scores for all the aspects of questionnaire instrument are presented in Table 4. Each score was categorized based on the criteria.

Table 4.
Aiken's V Average Score for the Questionnaire Instrument

| Aspect | Aiken's V Average Score | Category |
|----------------|-------------------------|--------------|
| Planning | 0.86 | Highly Valid |
| Implementation | 0.87 | Highly Valid |
| Assessment | 0.88 | Highly Valid |

Source : Personal Documents

In Table 4, all the aspects in the questionnaire instrument were highly valid. In conclusion, the questionnaire instrument could be used in the research. In addition to using questionnaire and interview instruments, triangulation was carried out by document analysis. In this study, the aspect of teachers' readiness was assessed from the planning process, implementation process, and assessment process.

The following table shows the mean values of teachers' readiness in the planning process indicators of the Kurikulum Merdeka implementation in natural and social science learning.

Table 5
The Mean Score of Teachers' Readiness in the Planning Process

| No. | Indicator | Mean |
|-----|--|------|
| 1 | Understanding the Natural & Social Science learning outcomes | 3.3 |
| 2 | Capable of formulating the learning objectives and flow of learning objectives | 3.0 |

| No. | Indicator | Mean |
|-----|--|------|
| 3 | Understanding the Natural & Social Science learning evaluation techniques in the Kurikulum Merdeka | 2.9 |
| 4 | Conducting self-development through seminars and workshops | 3.0 |

Source : Personal Documents

Based on Table 5, all the indicators were categorized as fair because the mean values were between 2.61 and 3.40. Therefore, the teachers were quite ready in the planning process of Kurikulum Merdeka implementation.

The results of interviews showed that the teachers already knew the planning components in the Kurikulum Merdeka. In the planning step, teachers should analyze the learning outcomes, formulate the learning objectives, compile the flow of learning objectives, and develop the teaching modules³⁵. The learning components of the Kurikulum Merdeka which had been understood, such as learning outcomes, learning objectives, flow of learning objectives, teaching modules, and learning evaluations, would be implemented in the natural and social science learning. However, some teachers encountered difficulties in understanding the components of lesson plan and developing the teaching materials that must be prepared. Moreover, they have not been able to determine and formulate the flow of learning objectives independently. The flow of learning objectives was prepared by the forum of teacher working group or fully adopted from the government's samples. However, not all of them could be applied in the Kurikulum Merdeka implementation in schools³⁶. The teachers' lack of ability to access examples of natural and social science learning tools was also one of the obstacles for these teachers in preparing the natural and social science learning in schools³⁷. Therefore, not all the teaching materials were designed by teachers. One of the teachers in the interview stated that:

"For the flow of learning objectives and teaching modules, we still use the samples provided by the government through the independent teaching platform"

³⁵ Purba, Rahayu, dan Murniningsih, "Penerapan Kurikulum Merdeka pada pembelajaran IPAS kelas IV di SD Negeri Tahunan Yogyakarta."

³⁶ Nia Amelia, Eka Tusyana, and Seka Andrian, "Problematika Guru Dalam Menerapkan Kurikulum Merdeka Belajar." *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* (2023) <http://journal.an-nur.ac.id/index.php/tarbiyahjurnal>.

³⁷ Ervian Arif Muhafid and Heri Retnawati, "Persiapan Guru SD untuk Menerapkan Kurikulum Merdeka Tahun 2022: Sebuah Studi Fenomenologi," *CERMIN: Jurnal Penelitian*, 6 no 2 (2023), 637-652. doi:10.36841/cermin_unars.v6i2.2566

In addition, the teachers also found hardship to create lesson plans for an inclusive class (with students with special needs in their classes). The teachers had to adjust and modify the flow of learning objectives according to the conditions of students with special needs. However, some teachers had independently developed the teaching materials or modified them according to the students' needs in schools. In the teachers' perspective, teaching materials should be adjusted to the students' conditions to facilitate the natural and social science learning activities. Therefore, teachers should understand the importance of lesson plan components that must be prepared. This may lead to their ability to develop appropriate learning materials in accordance with students' characteristics and needs in schools.^{38,39}

In the planning aspect, the teaching materials that consist of the flow of learning objectives, learning objectives, teaching modules, diagnostic assessment sheets, and self-development documents were analyzed. Eight teachers (66.67%) used the flow of learning objectives, learning objectives, and teaching modules on the independent teaching platform, and four of them modified the available learning materials according to the students' needs in their schools. Two others (16.67%) developed the flow of learning objectives, learning objectives, and teaching modules independently. However, two teachers (16.67%) still used the learning materials based on the 2013 curriculum. A diagnostic assessment was carried out by five teachers (41.66%) in their respective schools. Self-development activities were carried out by 10 teachers (83.33%). Previous research found that novelties and changes in the format of teaching materials based on the Kurikulum Merdeka caused difficulties for teachers⁴⁰. Teachers found obstacles in designing new teaching materials because it requires the ability to develop learning materials⁴¹. In addition, teachers should understand and identify learning outcomes before

³⁸ Iman Asroa BS, Hendra Susanti, dan Fadriati Fadriati, "Kesiapan Sekolah terhadap Implementasi Kurikulum Merdeka (Studi Kasus di SMPN 5 Padang Panjang)," *Islamika* 5, no. 1 (2023): 126–37, <https://doi.org/10.36088/islamika.v5i1.2447>.

³⁹ Dwikoranto, I R Dawana, dan R Setiani, "Validity of Teaching Modules with Problem-Based Learning (PBL) Model Assisted by E-Book to Improve Problem-Solving Skills on Renewable Energy Material and Implementation of Independent Learning Curriculum," *Journal of Physics: Conference Series* 2623, no. 1 (1 November 2023): 012015, <https://doi.org/10.1088/1742-6596/2623/1/012015>.

⁴⁰ Dendi Wijaya Saputra dan Muhamad Sofian Hadi, "Persepsi Guru Sekolah Dasar Jakarta Utara Dan Kepulauan Seribu Tentang Kurikulum Merdeka," *Jurnal Holistika* 6, no. 1 (2022): 28, <https://doi.org/10.24853/holistika.6.1.28-33>.

⁴¹ Iwan Ramdhan, "Dinamika Implementasi Kurikulum Merdeka di Sekolah pada Aspek Perangkat dan Proses Pembelajaran," *AoEJ: Academy of Education Journal*. Vol. 14 (2023)

analyzing and formulating learning objectives⁴². Consequently, teachers should be able to prepare learning tools that suit the needs of students. This will certainly have an impact on the successful achievement of learning objectives as planned by the teachers before carrying out the learning activities. Teachers should also take the time and update learning tools according to the current curriculum. In addition, at this stage of planning, it is also necessary to plan a project implementation program to strengthen the profile of Pancasila students, which is one of the important elements in the Kurikulum Merdeka⁴³.

In Islam, planning is an important aspect in a process to achieve goals. Positive results such as time saving, convenience, well-crafted strategy, and achievement of objectives will be obtained when an individual does proper planning before action⁴⁴. Therefore, teachers' readiness in the planning aspect should be enhanced for the success of the implementation of the new curriculum.

In the implementation aspect, the teachers' readiness was described based on the questionnaire data. The mean values of teachers' readiness in each indicator can be seen in Table 6.

Table 6
The Mean Score of Teachers' Readiness in the Implementation Process

| No. | Indicators | Mean |
|-----|--|------|
| 1 | Using varied and relevant methods, media, and teaching materials | 3.6 |
| 2 | Having good communication skills with students | 4.0 |
| 3 | Getting support and contributions from the superiors, colleagues, parents/guardians, and industry when implementing the Kurikulum Merdeka in Natural and Social Science learning | 3.8 |
| 4 | Time for evaluation | 3.5 |
| 5 | Using varied evaluation methods | 3.5 |

Source : Personal Documents

Since the mean values in Table 6 were between 3.41 – 4.20, all the indicators were categorized as good. In conclusion, the teachers were ready to implement the Kurikulum Merdeka.

⁴² Chamidin, dan Ali Muhdi, "Problematika Penerapan Kurikulum Merdeka Belajar Di SDN 2 Kuntili Kecamatan Sumpiuh Kabupaten Banyumas Jawa Tengah." *Jurnal Kependidikan* 10, no. 2 (2022): 287–300. <https://doi.org/10.24090/jk.v10i2.8200>.

⁴³ Yekti Nurdianti and Nur Amalia, "Kurikulum Merdeka: Pemaknaan Merdeka dalam Perencanaan Pembelajaran di Sekolah Dasar", *Jurnal Penelitian dan Pengembangan Pendidikan* 6, no 3 (2022): 399-407, <https://doi.org/10.23887/jppp.v6i3.55749>

⁴⁴ Ullah Sami dan Muhammad Jamsheed, "Importance of Planning in Islam and precedents in Prophetic Era," *Journal of Religious Studies* 1, no. 2 (2018): 116–27.

In the implementation process, teachers should conduct preparatory activities (pre-activities), core activities (while-activities), and final activities (post-activities) using media, varied learning resources, models, and learning methods for students' learning before conducting evaluation at the end of the learning (formative assessment)⁴⁵. Based on the interviews, the teachers used various methods, different learning resources, and varied teaching media. Religious values and good characters were taught through indoor and outdoor learning activities. Those characters of Pancasila student profile include faith, fear of God, noble character, global diversity, independence, collaboration, critical thinking, and creative thinking⁴⁶. One of the teachers explained the methods to educate students about those character values.

"During the natural and social science learning, I stimulate the character values of Pancasila student profile through discussions, questions and answers, and during practicum activities. During the practicum, students share knowledge with their friends, work together, and develop critical and creative thinking skills. Before studying, I also check the students' readiness. If there is a student who does not bring stationery, I will ask his/her friends to lend it to the student."

In this study, the teachers used a discussion method, practice method, and exemplary method. Learning through discussions not only stimulates students to think systematically and critically but also encourages them to be democratic when conveying ideas and thoughts to solve a problem⁴⁷. It also showed that the Islamic education method named *jidal* was implemented. The *jidal* method refers to a discussion or debate by using evidence to oppose an argument.⁴⁸ In addition, the teachers implemented the *hikmah* method in the practicum activities because the Pancasila student profile was stimulated through performing actions. The *hikmah* method in Islamic education involves behavior and actions that reflect the values taught⁴⁹. Moreover, the teachers indicated a *mau'idzah* method when asking the students to lend their stationery to others. The *mau'idzah* method

⁴⁵ Purba, Rahayu, dan Murniningsih, "Penerapan Kurikulum Merdeka pada pembelajaran IPAS kelas IV di SD Negeri Tahunan Yogyakarta."

⁴⁶ Tri Astuti dkk., "Strengthening the Dimensions of Pancasila Student Profile in Propulsion School in the Era of Industrial Revolution 4.0," *Al-Bidayah: jurnal pendidikan dasar Islam* 14, no. 2 (2022).

⁴⁷ Muhamad Anshori, "Konsep Dasar Belajar Dan Pembelajaran Dalam Perspektif Al-Qur'an," *Dirasah: Jurnal Pemikiran dan Pendidikan Dasar Islam* 1, no. 1 (2019): 52–63.

⁴⁸ Aida Fitri dkk., "Copyright @ Rizka" 3 (2023): 14086–98.

⁴⁹ Fitri dkk.

is used by giving advice and relevant parables according to individual understanding⁵⁰. The teachers implemented the Quran surah An Nahl verse 125. The meaning of verse 125 of surah An Nahl is presented as follows.

*"Invite 'all' to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord 'alone' knows best who has strayed from His Way and who is 'rightly' guided." (Quran, An-Nahl: 125)*⁵¹.

The implementation of the Kurikulum Merdeka in the natural and social science learning was supported by the teachers' colleagues, school principal, micro, small, and medium enterprises (MSMEs), and parents. One of the natural and social science teachers conveyed the form of support as follows:

"The school strongly supports the implementation of the Kurikulum Merdeka in natural and social science, especially the principal. The principal fulfills what the teachers need in implementing the process, both moral and material support. Together with other teachers, we discussed and shared information related to the implementation of the Kurikulum Merdeka. During the implementation of the project, parents also support by helping to complete the equipment that must be prepared by students".

The implementation of natural and social science learning activities is not only carried out in schools but also in collaboration with external parties to support the success of the learning objectives. The implementation of science learning collaborated with local MSMEs to support students' characters in accordance with the Pancasila student profile. The students visited museums and traditional houses in the city of Langsa to strengthen their knowledge of social science through direct learning. In addition, the students learned the culture such as batik by visiting MSMEs in the city of Langsa. They studied and created batik directly in MSMEs. Furthermore, they observed the school environment directly for strengthening the natural science content. The practicum activities were regularly conducted through indoor and outdoor learning. For example, the City Park was used as a learning source to observe plants and animals directly.

In the implementation process, the learning media and learning activity documents were used for collaboration with parents or local MSMEs. However, the collaboration was only carried out by eight teachers (66.67%). They used varied and

⁵⁰ Fitri dkk.

⁵¹ Muhammad Taqi-ud-Din Al-Hilali dan Muhammad Muhsin Khan, "Translation of the Meanings of The Noble Qur'an in the English Language," t.t.

relevant learning resources and learning media. According to previous research, natural and social science learning activities outside the classroom or outside the school influence children's cognitive development.⁵² Therefore, the school collaboration should be strengthened and the frequency of outdoor learning needs to be enhanced.

Teachers' readiness in the assessment process based on the questionnaire result is described in Table 7. The readiness in each indicator was interpreted based on the mean values.

Table 7
The Mean Score of Teachers' Readiness in the Assessment Process

| No. | Indicators | Mean |
|-----|---------------------------------|------|
| 1 | Time for evaluation | 3.5 |
| 2 | Using varied evaluation methods | 3.5 |

Source : Personal Documents

The mean values in Table 7 showed a score range of 3.41 – 4.20. Therefore, all the indicators were categorized as good. The teachers were ready in the assessment process of Kurikulum Merdeka implementation.

Diagnostic assessment, formative assessment, and summative assessment need to be carried out by teachers in the assessment process⁵³. One of the characteristics that distinguish the Kurikulum Merdeka from the previous curricula is the existence of Pancasila student profile that needs to be assessed to identify student development⁵⁴. Based on the interviews, the teachers not only conducted summative assessments but also regularly carried out formative assessments. The teachers assessed the final exam by tests, individual and group projects, and report assignments. However, they still conducted the same assessment methods and techniques as in the previous curriculum. They were unfamiliar with the assessment model in the Kurikulum Merdeka, such as preliminary assessment to diagnose students' initial abilities to determine the learning objectives. One of the teachers explained as follows:

"I do assessments during the learning process, for example assessing students' attitude and characters, and after the learning activities, for example by conducting

⁵² Rohmat Edyyanto dan Woro Sri Hastuti, "Effects of Outdoor Study on Students' Cognitive Learning Outcomes and Cooperation in Science Subjects," *Al-Bidayah : jurnal pendidikan dasar Islam* 13, no. 2 (2021): 331–44, <https://doi.org/10.14421/al-bidayah.v13i2.679>.

⁵³ Purba, Rahayu, dan Murniningsih, "Penerapan Kurikulum Merdeka pada pembelajaran IPAS kelas IV di SD Negeri Tahunan Yogyakarta."

⁵⁴ Purba, Rahayu, dan Murniningsih.

semester exams. In the Kurikulum Merdeka, as far as I know, there is also a diagnostic assessment, but I have not done the assessment yet."

In this study, the document analysis in the assessment aspect included the formative assessments, summative assessments, and Pancasila student profile project assessments. The diagnostic assessments were carried out by five teachers (41.67%) in their schools. All the teachers finished the formative assessment and summative assessment documents completed with assessment rubrics. However, the Pancasila student profile projects were assessed by 8 teachers (66.67%) while the assessment of Pancasila student profile strengthening project is one of the important assessments to carry out in the Kurikulum Merdeka. The project activities to strengthen the profile of Pancasila students are project-based co-curricular activities designed to strengthen the efforts to achieve competencies and characters, so the assessment carried out is also separate from intracurricular activities⁵⁵. Based on the findings, teachers' readiness in the assessment aspect needs to be improved to optimize the implementation of Kurikulum Merdeka in the natural and social science learning subject.

In the learning process, assessments can be used as the basis to expand knowledge. Developing knowledge is a pivotal learning aspect in Islamic education. Allah said in the Quran surah Thaha verse 114 as follows:

So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge." (Quran, Thaha: 114)⁵⁶.

The teachers' readiness in this study focused on the planning, implementation, and assessment aspects. Based on the survey, the mean values of teachers' readiness for each aspect are provided in Figure 2.

⁵⁵ Cici Ariyanti, Liza Husnita and Ranti Nazmi, "Penilaian Guru dalam Proyek Penguatan Profil Pelajar Pancasila di SMAN 1 Lembah Melintang Kabupaten Pasaman Barat", *Jurnal Pendidikan Tambusai* 7, no 3 (2023), 20554-20559

⁵⁶ Al-Hilali dan Khan, "Translation of the Meanings of The Noble Qur'an in the English Language."

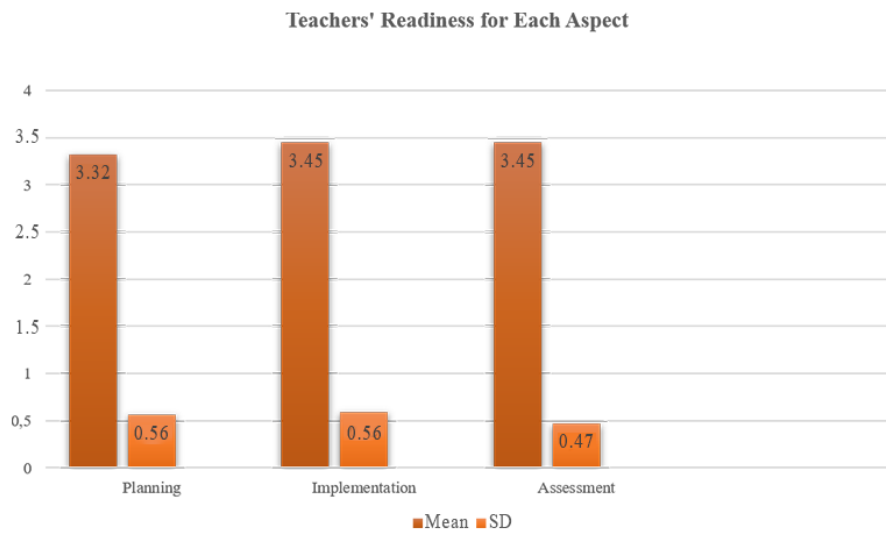


Figure 2
Teachers' Readiness for Each Aspect
Source : Personal Documents

The figure provided shows that teachers' readiness in the implementation and assessment aspects was better than in the planning aspect. With the same scores, the implementation and assessment aspects had a good level of readiness. However, the teachers were quite ready in the planning step of Kurikulum Merdeka implementation. Therefore, the teachers' readiness should be enhanced to achieve a very good level. The results indicated that there were some supporting factors and obstacles in the Kurikulum Merdeka implementation.

The findings of this study are relevant to a previous study that showed several factors affecting teachers' readiness in implementing the new curriculum, including supporting factors and hindering factors⁵⁷. In this study, the independent teaching platform and teacher working group forum were the supporting factors in the planning aspect. In the implementation aspect, the teachers' readiness was supported not only by collaboration among the teachers' colleagues, school principal, MSMEs, and parents but also by learning resources, learning media, and facilities for indoor and outdoor learning. The teachers' readiness in the assessment process was supported by their understanding and facilities to conduct formative and summative assessments. However, the teachers confronted difficulties that inhibited their readiness. The lack of appropriate teaching

⁵⁷ Siti Halimah, *Analisis Pemahaman Dan Kesiapan Gurumengimplementasikan Kurikulum 2013* (IAIN Sumatera Utara, 2015).

materials in the independent teaching platform, the lack of teaching knowledge based on the new curriculum, the unwillingness to implement the new curriculum, and the limited time to conduct assessments based on the new curriculum framework became the inhibiting factors of teachers' readiness. The Kurikulum Merdeka implementation training has not been fully obtained by all teachers, and only some teachers have received training. Therefore, the curriculum implementation training should be organized and followed by teachers. The findings are related to a previous study stating that teachers need training for curriculum implementation and professional development, self-confidence, motivation, and participation in curriculum development studies.⁵⁸

Teachers should participate in regular training on new curriculum implementation to improve their readiness and growth mindset. The existence of training and socialization plays an important role in increasing teachers' knowledge of and schools' insight into the essence of the implementation of the new curriculum⁵⁹. The challenges and opportunities of the changing eras and curricula can be seen as a test that needs to be faced. In the Quran, Allah said:

"Every soul will taste death. And We test you with evil and with good as trial; and to Us you will be returned." (Quran, Al-Anbiya: 35)

In conclusion, teachers are ready enough to implement the Kurikulum Merdeka in the natural and social science learning. However, socialization or technical guidance should be provided for educators to enhance their readiness level to allow students to achieve the learning goals. Students can be resilient in facing problems by studying holistically and comprehensively in the natural and social science subject.⁶⁰ The importance of guidance for educators in training and the role of teachers for students relate to this following verse:

⁵⁸ Karakuş, "Solutions for barriers in curriculum implementation."

⁵⁹ Andreas Au Hurit and Diah Harmawati, "Analisis Kesiapan Guru dalam Mengimplementasikan Kurikulum 2013 di SD Inpres Gudang Arang Merauke." *Musamus Journal of Primary Education* 1, no 2 (2019): 116-123.

⁶⁰ Anita Ekantini dan Ika Damayanti, "Exploring Students' Views on the Application of Independent Curriculum for Elementary School in Natural Science Subject," *AULADUNA: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2023): 1–15, <https://doi.org/10.24252/auladuna.v10i1a1.2023>.

"And We have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with [definite] preference." (Quran, Al-Isra: 70)⁶¹

CONCLUSION

The findings of this study explained teachers' readiness categories in the implementation of the new curriculum, supporting and hindering factors, and recommendations. The results of this study showed that teachers' readiness in the preparation process was adequate while both the implementation aspect and assessment aspect had good categories. The teachers' readiness was supported by the independent teaching platform and teacher working group forum in the preparation aspect. In the implementation aspect, teachers' readiness was underpinned by collaboration among teachers' colleagues, school principal, MSMEs, and parents; learning resources; learning media, and facilities for indoor and outdoor learning. In addition, the Islamic education methods, namely *hikmah*, *mau'idzah*, and *jidal*, were implemented in this step. Teachers' understanding and facilities to conduct formative and summative assessments supported their readiness in the assessment process. However, their readiness was inhibited by the lack of appropriate teaching materials in the independent teaching platform, the lack of teaching knowledge based on the new curriculum, the unwillingness to implement the new curriculum, and the limited time to conduct assessments based on the new curriculum framework. Therefore, regular training should be organized and participated by teachers to improve their readiness and growth mindset in implementing the new curriculum.

Based on the research findings, teachers should enhance their readiness level in the preparation, implementation, and assessment aspects. In the preparation aspect, they should develop the flow of learning objectives, learning objectives, and teaching modules based on students' needs. Teachers' awareness of the new curriculum implementation should be developed and school collaboration should be strengthened in the implementation process. In the assessment step, diagnostic assessment should be conducted by teachers to optimize the implementation of Kurikulum Merdeka in the natural and social science subject. Further research is recommended to examine teachers'

⁶¹ Al-Hilali dan Khan, "Translation of the Meanings of The Noble Qur'an in the English Language."

readiness in the new curriculum implementation in various regions in Indonesia and complete it not only with demographic situation but also Kurikulum Merdeka categories. In addition, research and development can be conducted to support it.

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DECLARATION OF CONFLICTING INTERESTS

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