



An Analysis of English Teacher Readiness in Implementing Merdeka Curriculum at MTs Negeri 3 Banyumas

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Abstract

The Merdeka Curriculum has begun to be implemented in a two-year trial period since 2022/2023 academic year and required teacher readiness in running it. This research aims to analyze the English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas. This research used descriptive qualitative method. The object of this research was the readiness of English teacher and the subjects were 7th and 8th grade English teachers who teach using the Merdeka Curriculum Implementation. The data were collected through interview, documentation, and observation. Data analysis was carried out with Miles and Huberman's theory, which consists of three steps, namely data condensation, data display, and data conclusion. The result of this research showed that English teachers fulfilled 6 out of 9 indicators used to determine the teacher readiness. All three teachers already understand the characteristic and structure of the curriculum, plan the diagnostic assessment, adjust the learning with the stage of achievements and characteristic of students, plan, implement and process formative and summative assessment, focus on essential material, and conduct the flexible learning. Two indicators were not fulfilled by the three teachers, those were compiling the teaching module and implementing the project-based learning. While, only one teacher developed the teaching module.

1. INTRODUCTION

Curriculum runs a crucial role in education because it is used to determine the goals and direction of a successful education. Indonesia has experienced about 13 times curriculum changes, those are in the 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 [1]. Then, the government is trying to develop the Prototype Curriculum in 2021 to overcome the learning crisis, especially during pandemic that continued and perfected into Merdeka Curriculum. Merdeka Curriculum that is being implemented at this time is still an optional curriculum where every level of education is given the freedom whether to implement this curriculum or not [2]. There is no coercion from the government on the part of the school to implement the Merdeka Curriculum. In the first two years since 2022/2023 to 2023/2024 academic year, it will be an experimental year to implement the Merdeka Curriculum then to be further evaluated and made into a national curriculum in 2024/2025. In implementing the Merdeka Curriculum, the preparation that needs to be done is not only from the school, but also from the teacher. Teachers who will directly enter and teach students in the classroom also needs to be considered in order to make the teaching and learning process run smoothly.

Readiness is a willingness or a state of being prepared for something [3]. Meanwhile, according to Inan & Lowther (in Endot et al., 2021) [4], teacher readiness is the willingness of teachers to use their skills and ability to teach in the classroom. In the context of the implementation of Merdeka Curriculum, teacher readiness is the willingness and ability of teacher in understanding and implementing the Merdeka

Curriculum in the classroom activities. The teacher readiness in implementing curriculum takes a big role of the successful teaching and learning activities school which already implement the Merdeka Curriculum. Therefore, some researchers did the research about teacher readiness in implementing the curriculum. The first is conducted by Nurzen (2022) [5] that focused on teacher's mental readiness and knowledge readiness about the Merdeka Curriculum and resulted that the teachers of Kerinci Regency particularly of the second batch of the Motivating School Program (Sekolah Pengerak) feel ready, enthusiastic and confidence to implement the Merdeka Curriculum because they already followed various trainings and workshop. The second research is conducted by Reskiawan & Idris (2021) [6] which focus on teacher readiness in the dimension of planning, process, and evaluation that resulted that teacher readiness in the dimension of planning and evaluation categorized as very ready and the dimension of teaching process categorized as ready. Therefore, based on the research above, teacher readiness and the support of the school including teacher's competency training and facilities are important and influence in the process of the curriculum implementation. On the other hand, sometimes the training is still less intensive so that it does not give maximum result.

In determining the place and the subject of the research, some considerations have done based on the preliminary research. The school MTs Negeri 3 Banyumas was chosen because the school already implemented the Merdeka Curriculum since 2022/2023 academic year. The subjects of this research were English Teachers of MTs Negeri 3 Banyumas who taught 7th and 8th grade. Based on preliminary research, most of 7th grade teachers from any subjects, especially English subject, are quite ready to implement the Merdeka Curriculum because of several teacher trainings or workshop that be held. However, the English teacher said that she needed more teacher training about the implementation of Merdeka Curriculum which only focus in English subject as she felt that English subject had some differences with other subject. Because of that, the English teacher needs the example and guide to implement the Merdeka Curriculum in order to maximize the result of the implementation.

The initial data that got from the interview with the English teacher of 7th grade was the teacher still less ready in implemented the Merdeka Curriculum, because since the beginning until the preliminary research were conducted, there were only a few workshops and teacher training activities related to the implementation of Merdeka Curriculum that be held in 2022/2023 academic year. Therefore, the researcher conducted a research about "An Analysis of English Teacher Readiness in Implementing Merdeka Curriculum at MTs Negeri 3 Banyumas" to know more and analyzed the English teachers' readiness in implementing the Merdeka Curriculum, moreover the Merdeka Curriculum were already implemented since 2022/2023 academic year.

2. RESEARCH METHOD

This research used a descriptive qualitative method as case study in MTs Negeri 3 Banyumas to answer the research question. The research was conducted at MTs Negeri 3 Banyumas, located at Jl. Raya Silado, Sumbang, Banyumas Regency. The object of this research was the readiness of English teachers in implementing the Merdeka Curriculum at MTs Negeri 3 Banyumas in 7th and 8th grade. The subjects of this research were 7th and 8th grade English teachers with a total of three teachers. The data was collected through interview, documentation, and observation. After the data were collected, the result of data that gained from interview and documentation was analyzed. To analyze the data, the researcher used descriptive qualitative approach to describing the data in the form of words. The theory used in this data analysis is by Miles & Huberman's [7] that consists of three steps data condensation, data display, and drawing conclusion or verification. In this research, the methodological triangulation used to provide additional information regarding the required data using different method. Because the main methods used were interview and documentation, then to strengthen the result of the two methods, the researcher also conducted the observation.

3. FINDINGS AND DISCUSSION

The English teacher readiness in implementing the Merdeka Curriculum in MTs Negeri 3 Banyumas were analyzed based on some indicators in which started from the readiness of preparation stage, implementation stage and evaluation stage. Those indicators were collected from some sources namely official website of Merdeka Curriculum Kemdikbud [8], Guidance Book of Merdeka Curriculum Implementation [9], and the previous researches [10,11]. The overview of the research result presented in the following table.

Tabel 1. Indicators of Teacher Readiness in Implementing Merdeka Curriculum

No	Indicator	Teacher 1	Teacher 2	Teacher 3
1	Understanding the characteristic and structure of the curriculum	✓	✓	✓
2	Compiling the teaching module	X	X	X
3	Planning the diagnostic assessment	✓	✓	✓
4	Developing teaching module	X	✓	X
5	Adjusting the learning with the stage of achievement and characteristic of students	✓	✓	✓
6	Planning, implementing, and processing formative and summative assessment	✓	✓	✓
7	Project-based learning	X	X	X
8	Focus on essential material	✓	✓	✓
9	Flexible learning	✓	✓	✓

From the data table above, the English teachers readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas based on the Merdeka Curriculum indicators were ready in six indicator, however there are three indicators were not filled. The teachers were not compiling the teaching modules and the project based learning was not carry out by themselves, also Teacher 1 and teacher 3 were not developing the modules by themselves.

Based on the table above, it would be described for each indicator in the following part:

Understanding the Characteristic and Structure of the Curriculum

In terms of understanding the characteristics and structure of curriculum, each English teacher has their own opinion, but in general, the core of their understanding of the Merdeka Curriculum is the same, as Teacher 1 stated that the Merdeka Curriculum gave an opportunity to the teacher to be able and freely developing themselves in teaching their students by still considering students' conditions. While, Teacher 2 said that Merdeka Curriculum is a curriculum where teacher can freely experiment and using their own style in teaching. Then, Teacher 3 stated that Merdeka Curriculum is better than 2013 Curriculum because teachers given the freedom to do anything (teaching & learning activities) in the classroom. Teacher can explore the media and method. Teacher 2 had understood and prepared the necessary administration also does not find it difficult to teach with IKM as she mentioned in the interview. She said that the most important things to be prepared were MA and ATP, and the teachers told to make it since the beginning of semesters. Teacher 3 had understood the characteristics of Merdeka Curriculum and distinguished it with the K13. According to the Teacher 3 in the interview, she preferred to teach with IKM than the previous curriculum because in Merdeka Curriculum teacher can explored more the teaching method, media, etc. She felt that in the previous curriculum, she had to following all the planned activities without given any opportunity to developing the creativity to teach.

Based on the findings above, teacher's statement about their understanding to the Merdeka Curriculum was in line to the concept of Merdeka Curriculum as Wartanto, the Secretary of the Directorate General of Vocational Education, Ministry of Education, Culture, Research and Technology, stated that the Merdeka Curriculum not only gives freedom to students, but also to teacher [12]. In the interview, teachers felt ease in implementing the Merdeka Curriculum because they were given the freedom to teach in their own style.

In the form of understanding the structure of Merdeka Curriculum, based on the documentation of Teacher's teaching module, every teaching module mentioned the phase level for grade 7 and 8 were on D level. This was in line to the *Keputusan Menteri Agama Republik Indonesia (KMA RI) Nomor 347 Tahun 2022 tentang Pedoman Implementasi Kurikulum Merdeka pada Madrasah*, that the structure of the MTs curriculum consists of two phases, namely phase D and Phase E. Phase D is the phase level for grades VII and VIII, while grade 9 is included in phase E [13]. While, for the characteristics of the Merdeka Curriculum according to Kemdikbud (2022d) [14], consist of developing soft skills and character, focusing on essential materials and flexible learning. Developing soft skills and character in students is carried out through project activities to strengthen the profile of Pancasila students, which in practice is carried out by collaboration between several interrelated subjects. In this case, English is not included in the P5-PPRA collaboration subjects at MTs Negeri 3 Banyumas. However, each subject always emphasizes the profile of Pancasila students in classroom learning. Then a more detailed discussion of the implementation of P5-PPRA, essential materials and flexible learning will be discussed in indicator points number 7, 8, and 9.

Compiling the Teaching Module

In teaching in the classroom, teacher was given a freedom to use the teaching module in which it can be compiled by herself or used the teaching module that provided by the government in the implementation of Merdeka Curriculum. The English Teachers in MTs Negeri 3 Banyumas used teaching module that provided by the government. As teacher 1 stated in the interview, she got that teaching module in English MGMP (*Musyawarah Guru Mata Pelajaran*) forum that be held in the early semester and some certain times. English teachers did not compile and develop the teaching module by themselves independently. They only made some adjustment to the teaching module to the condition of student and its class. Since the teaching module provided by the government was various and not only one example, teacher could chose one that suite them.

It was a common thing when the teacher used the example of teaching module provided by the government because the government provided options related to the teaching modules, namely choosing or modifying the teaching modules provided by the government to adapt to the characteristics of students; or compiling their own teaching modules according to student characteristics [15]. Meanwhile, teachers at MTs Negeri 3 Banyumas used the first option. Although in the Merdeka Curriculum teachers are given the freedom to compile their own teaching modules or modify teaching modules provided by the government, teachers are expected to be able to compile their own according to the needs of their students [16].

In short, the teachers were not compile the teaching modules. They only used the existed one that provided by the government. The reason was they did not get many workshop that specifically trained teacher to compile the teaching module in detail. Thus, they were used the option one that modifying the teaching module provided by the government.

Planning the Diagnostic Assessment

Planning the diagnostic assessments were done before the teacher started made the teaching modules. Based on the classroom observation conducted to the Teacher 1, the teacher did a diagnostic assessment before explaining the material. The teacher asked several triggering questions, as brainstorming and diagnostic assessment about the material. The teacher provoked students to give their answers or opinions related to the Home Sweet Home material and let them to convey it. This can be used to measure how far students have understood the material.

Then, the next observation done to the Teacher 2 in grade 8th. The teacher did not conduct the diagnostic assessment because the meeting on that day was not the first meeting of the new material. They only continued their tasks that given on the previous meeting. This also happened to the observation of Teacher 3. Teacher 3 did not conduct the diagnostic assessment on that meeting because it was not their first meeting. However, Teacher usually did the diagnostic assessment by asking to the student about something that will be learn.

In conclusion, things the teacher did were in accordance to the aim of diagnostic assessment that was to find out students' abilities, strength, and weakness of them. The result of the diagnostic assessment is used as references and sources to plan the learning activities according to the students' need and determined how the teacher treated each class while still achieved the learning objectives had set [17]. The diagnostic assessment consists of cognitive and non-cognitive assessment. Cognitive diagnostic assessment aims to diagnose students' basic abilities in the topic of a subject. This assessment can be carried out routinely and periodically at the beginning of learning, the end after the teacher has finished explaining and discussing the topic, and other times [18]. Diagnostic assessment was also carried out by the teachers before they started learning new material topics so that teachers could adjust the rhythm of learning according to student abilities. These were already mentioned in each of their teaching modules. However, it does not rule out the possibility that the teacher will also conduct the diagnostic assessment again at the second meeting and so on if it is deemed necessary to do so.

Developing Teaching Module

In developing teaching modules, there are several stages or procedures that must be considered and carried out by teachers. Based on the provisions of Kemdikbud (2022i) [19], the teaching module development procedure consists of nine procedures, namely a) identifying learning objectives from learning outcomes that can be grouped in one scope of material; b) conducting initial assessments to identify students' mastery of initial competencies; c) determining assessment techniques and instruments along with indicators of success; d) determining the period of time required; e) determining formative assessment techniques and instruments based on learning activities, f) creating a series of learning activities from beginning to end; g)

preparing attachments; h) attaching assessment instruments; i) re-checking the completeness of the teaching module components.

In the *Kindness Begins with Me Teaching Module* developed by Teacher 2, she did not combine narrative text material with other essential materials in one scope of teaching materials. She only grouped the material with the additional grammar material related to narrative text. Then the teacher conducted an initial assessment at the beginning of the new material, but during the observation, the teacher no longer conducted an initial assessment because it was not the first meeting to discuss the topic of the new material. In Teacher 2's teaching module, the teacher has not added the success indicator of the instrument used. The teacher has specified the time period needed, that is 7 meetings or 21 JP (lesson hours). The teacher did not include the formative assessment technique based on the lesson. The teacher has prepared other necessary attachments but the assessment attachment was not prepared.

The lack of teaching module components is not a fatal deficiency because it is only a complementary or supporting component. The minimum components of the teaching module based on the Guidelines for Learning and Assessment of RA, MI, MTs, MA, and MAK are consisting of learning objectives (one of the objectives in the flow of learning objectives); learning steps or activities; assessment plan for the beginning of learning along with instruments and methods of assessment; assessment plan at the end of learning to check the achievement of learning along with instruments and methods of assessment; and learning media used, such as reading materials used, activity sheets, videos, or website links that students need to learn [20]. These minimum components have been fulfilled in each teaching module because the teaching modules used by teachers at MTs Negeri 3 Banyumas are the teaching modules that have been provided by the government. Therefore, the minimum components are already completed and ready to use.

Adjusting the Learning with the Stage of Achievement and Characteristic of the Students

Based on the stages of learning planning in the Merdeka curriculum, new paradigm learning is student-centered. Therefore, this learning is adjusted to the stages of achievement and characteristics of the students. The scope of learning material is what the teacher will present in class. Furthermore, the teacher could conduct the differentiated instruction which aims to fulfill each individual learning needs that consists of the learning content, the learning process, the learning outcomes product [21]. The learning carried out by teachers 1, 2 and 3 based on the findings above, the teachers conducted the differentiated learning used the learning process. The teachers differentiate the learning process in general, which is different per class by looking at the characteristics of each class taught.

Besides, there are five basic principles that assist teachers in implementing differentiated learning according to Tomlinson and Moon in Khristiani et al. (2021) [22]. The key principles are: a) learning environment, in the learning environment, the learning climate refers to the situation and conditions that students and teachers feel, and teachers must respond to students; b) quality curriculum, a quality curriculum has clear objectives and focuses on students' understanding and their comprehension of learning materials; c) continuous assessment, teachers conduct assessments to improve their teaching and to find out whether students have understood the material discussed, and in this assessment no numbers are given, only as a diagnostic test; d) responsive teaching, teachers can modify lesson plans according to the results of the final assessment carried out previously and teachers must respond to the results of the learning; e) leadership and routines in the classroom, teachers must be able to organize the class and students through daily routines so that learning can run effectively.

These key principles must be maximized by teachers so that differentiated learning in the classroom can run effectively. Based on observations made in the classroom, the teachers have not maximized these key principles. Learning environment, continuous assessment, and classroom routines were still not well implemented, while for quality curriculum and responsive teaching have been implemented when learning in the classroom.

Planning, Implementing, and Processing Formative and Summative Assessment

Formative assessment was an assessment carried out to determine the development of student mastery of a unit or chapter which is usually carried out during the learning process of a unit or chapter or competency [22]. For formative assessment, teachers usually have planned and attached the activities for assessment in the teaching module. Formative assessment carried out by Teacher 1 and Teacher 3 at MTs Negeri 3 Banyumas is in accordance with the types of unwritten assessments mentioned in the Merdeka curriculum assessment module unit that examples of forms of assessment are class discussions, performing drama, making products, presentations and oral tests [23]. Teacher 1 and 3 have done it with discussions, presentations, and oral tests, while Teacher 2 conducts formative assessment in writing through listening

activities. The application of this assessment can be done more than once in one meeting. This is the same as previous research by Astari et al., (2023) [24] with the result that the teacher conducted two formative assessments in one meeting using presentations and role plays.

While, summative assessment was an assessment carried out at the end of learning to determine students' learning achievements for the learning unit or chapter that had ended [25]. Teachers were preparing the items for summative assessment independently, where they make the questions for summative assessment when they have taught the material in the semester had finished. Whether Teacher 1, 2, or 3, they conducted summative assessment to student by using mobile phone through Google Form. Not only English teachers that used it, but most of other subject teachers used the same way.

A summative assessment is scheduled following the final session of a longer program. Its primary goal is to identify the value that, after a given amount of time, represents students' achievement in the learning process. Usually, the assessment is conducted following the completion of the learning process. But learning doesn't necessarily finish at the end of the school year or when students reach a particular educational level. Whereas in the implementation of summative assessment at MTs Negeri 3 Banyumas, the assessment is carried out simultaneously in all subjects within a certain period at the end of the semester and the schedule is flexible according to each subject.

Project-based Learning

One of the features of learning in Merdeka Curriculum is project-based learning through the Proyek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil'alamin (P5-PPRA). This P5-PPRA program had an important role to provided experience and increase students' knowledge according to their interests and talents and was important in terms of their character building [26]. The Pancasila Student Profile itself consists of six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independent, 3) mutual cooperation, 4) global diversity, 5) critical thinking, and 6) creativity.

Meanwhile, the application of P5-PPRA values was carried out in every subject. For each subject, P5-PPRA values are always inserted in every lesson that students were motivated to reach the competencies and character which in accordance with the P5-PPRA. The dimensions implementation of P5-PPRA in every lesson were different based on the context of the material and activities done in the class. Teacher can apply all the dimensions in one meeting or only some certain dimension that connected to the material taught.

According to the teaching module of Teacher 1 and Teacher 2, they were always mention all the dimensions of P5-PPRA in every material meeting. While Teacher 3 had the differences dimensions of P5-PPRA which mentioned in every meeting. For example, in the Indonesian Culture material, teacher mentioned: 1) mutual cooperation, 2) global diversity, and 3) critical thinking; and in the Local Cuisine, Teacher 3 mentioned: 1) independent, 2) critical thinking, and 3) creativity. On the other hand, when the classroom observation was conducted to the three teachers, all of them are not really implementing the Pancasila Profile values to the learning activities of each meeting that in line with the dimension of P5-PPRA which they mention on their teaching module. The Strengthen Project of Pancasila Student Profile used project-based learning approach that different from the project-based learning in the intracurricular program in the classroom. This project gave an opportunity to the students to learn in informal situation, flexible learning structure, more interactive learning, and directly involved to the surrounding environment to strengthen any competencies [27]. In this case, the curriculum of The

Strengthen Project of Pancasila Student Profile was arranged separately from the learning curriculum and used specific lesson hour, which accommodated to the level of class. The aim was to allowed the students focused on developing their skill, attitude, and knowledge. The time allocation used to conducted this project for grade VII and VIII Junior High School was 360 JP (Lesson Hours) or around 20-30% per year according to *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (Kepmendikbud RI) No 162/M/2021 about Program Sekolah Penggerak* (Motivating School Program).

In conducting the learning activities, Madrasah can determine the learning model according to the needs of students, for example conventional learning, project-based learning for one subject or collaboration of several subjects with theme-based, block model learning for one competency in a certain time unit or other innovations designed by madrasah [28]. In this case, MTs Negeri 3 Banyumas was conducting the P5-PPRA by collaborating several subjects with theme based and using block model learning. Projects made in the form of art works made by students in groups, for example making crafts from used goods for later sale or exhibited, and so on according to the program that has been designed by the P5-PPRA teaching module.

Focus on the Essential Material

One of the characteristic in the Merdeka Curriculum was focus on the essential material namely including numeracy and literacy. Essential learning means learning that is sourced from essential material. Essential material is defined as basic, important, principal material that needs to be understood or mastered by students and will be seen from various practical perspectives [29]. In English teaching activities at MTs Negeri 3 Banyumas, the material taught were mostly about the literacy. The material for class 7 were the description text about people, hobbies, food, thing, and event. Beside, they also learned greetings, grammar, procedural text, and daily communication. For class 8, they were taught about the recount text and the narrative text. The recount text was about the games and event in daily life. While the narrative text was about the fable and the folklore. Beside the main material, teacher also had additional material those were grammar, and conversations. Those materials that are description text, recount text and narrative text were literacy-based lesson.

Materials play a critical role in achieving the goals set by the government, so teachers must act as material developers, selecting or creating resources that meet their students needs [30]. The literacy-based learning model incorporates learning activities to build students' reading habits from an early age. This allows students to become accustomed to seeking answers by reading specific texts to gain an understanding of the core of the text, known as "reading culture" [31]. In short, the English material that taught in MTs Negeri 3 Banyumas were focus on the literacy material that need to learn by students.

Flexible Learning

In implementing learning with the implementation of Merdeka Curriculum, teachers found it easier because they can be more flexible in teaching. The meaning of flexible here was that the teachers can improvised learning according to the creativity of each teacher. Teacher can also applying the different learning model in every class although they had same material. Teacher can make the learning process creatively in each class based on the student competencies.

Teacher 1 said that they can taught flexibly by using many sources of materials. It can be from the students handbook, the internet, and any other sources. Those flexibility to used many sources were made easier for the teacher to enrich her students experiences in learning. Likewise, according to Teacher 2, in implementing the merdeka curriculum, teachers were free to explore the learning style that she wants to do according to the needs or abilities of students. Teacher can takes advantage of technological advances such as cellphones to conduct learning using certain applications. According to Teacher 3, the teacher can flexibly used various learning media and methods. For example, Teacher 3 used the Canva application, which is an application for creating designs. Students were introduced to create designs according to their own creativity and in addition, it was also trained students to know other technologies that can be useful for them.

In short, in conducting the flexible learning, the teachers must adjusted the learning achievement that has been determined with the students' ability level. This case could be carried out through the learning approach that refer to the level of students ability which called as Teaching at the Right Level (TaRL) [32]. This approach did not refer to the level of class, yet it was made and accommodated to the achievement, ability, and needs of the students to reach an expected learning. The stages to conduct this approach started from the diagnostic assessment to know the potency, characteristic, need, student development stage, and student achievement stage. Then, make the planning to arrange the learning based on the assessment data gained. The next is learning process in which need to conduct the periodic assessment to see the students learning improvement. This approach was a form of the implementation that appropriate to education philosophy of Ki Hajar Dewantara, in which the entire efforts carried out were the student-centered. TaRL was also implemented in other countries, those are India, Kenya, Australia, and so on [33]. Therefore, the teachers could implemented the flexible learning which developed by their creativeness, but still need to considered the achievement and ability of the students.

4. CONCLUSION

In implementing the Merdeka curriculum, teachers must be ready to apply the learning principles of the Merdeka curriculum to teaching in the classroom. The researcher used nine indicators in determining teacher readiness in implementing the independent curriculum which took from various sources. Those nine indicators were understanding the characteristic and structure of the curriculum, compiling the teaching module, planning the diagnostic assessment, developing teaching module, adjusting the learning with the stage of achievement and characteristic of students, planning, implementing, and processing formative and

summative assessment, project based learning, focus on essential material, and flexible learning.

From these nine indicators, there are 6 indicators that have been fulfilled by the teacher and 3 indicators that have not been fulfilled. The teachers understood the characteristic and structure of the curriculum. All the three teachers planned the diagnostic assessments before learning new materials. They were also adjusted the learning with the stage of achievement and characteristic of students. The three teachers planned, implemented, and processed formative assessment and summative assessments through google form. They taught the essential material that focus on literacy and also have the flexible learning.

However, all the three English teachers did not fulfill three indicators. The three teachers used the teaching module that provided by the government, they did not compile it by themselves. There is only one teacher who developed the teaching module, that is Teacher 2. The last, each teacher did not conduct the project-based learning or P5-PPRA practically by themselves.

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