Readiness of Elementary School Teachers in Facing the Implementation of Independent Learning Curriculum

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Abstract. This article describes the readiness of elementary school teachers in implementing the Independent Curriculum, which is the current curriculum in the education system in Indonesia. The author's aim is to present a factual picture of the correlation between the readiness of teachers who have attended training in the implementation of the Independent Curriculum with the options offered, namely Independent Learning, Independent Change, and Independent Sharing. This research was conducted using the quantitative method with the Spearman Rank correlation test. The results of this study explain the readiness of elementary school teachers in facing the independent learning curriculum seen from teachers who have attended training with teachers who have not attended training.

Keywords: Curriculum · Elementary School · Independent Learning Curriculum · Teachers

1 Introduction

Education will always move forward and be updated, dynamic and adaptable to balance the changes that are happening, with the development of science it can be a provision for students in life and the future. Curriculum development is an instrument to improve the quality of education. For this reason, appropriate policies are needed in curriculum development.

Before the COVID-19 pandemic, education units used the 2013 Curriculum as the only curriculum in Indonesia [1]. At the beginning of the pandemic until 2021, the Minister of Education, Culture, Research, and Technology issued a policy to choose the implementation of two different curricula, namely the 2013 Curriculum and the Emergency Curriculum (simplified Curriculum) [2]. This application aims to provide

convenience for educational units in managing learning so that it becomes easier with essential material substances. Furthermore, in the context of restoring learning in 2022–2024, there is a new policy in implementing the curriculum in Indonesia.

The Ministry of Education, Culture, Research, and Technology in Indonesia issued a policy in the development of the "Independent Curriculum" in education units as an additional option in the context of learning recovery during 2022–2024. This regulation is contained in the Regulation of the Minister of Education, Culture, Research and Technology Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of restoring learning as a complement to the previous curriculum. The Independent Curriculum is a curriculum with learning that focuses on essential content so that students have enough time to explore concepts and strengthen competencies.

Independent Curriculum Implementation (ICI) has not been carried out simultaneously. This is in accordance with the Ministry of Education and Culture's policy which provides flexibility for education units in implementing curriculum implementation. Independent Curriculum Implementation (ICI) is adjusted to the readiness of teachers and education personnel. To participate in the ICI, the education unit registers the ICI. Furthermore, teachers and education personnel in the education unit fill out a readiness questionnaire that has been developed. ICI is implemented independently with three alternative choices, namely 1) Independent Learning, 2) Independent Change, and 3) Independent Sharing.

This educational program decision covering three curricula (Curriculum 2013, Emergency Curriculum and Independent Curriculum) from the Ministry of Education and Culture provides flexibility for educators to implement educational programs [3].Schools can choose one of the three curricula by considering several things. Schools can implement the desired curriculum according to their strengths and readiness according to the requirements and arrangements of their respective schools [4].

As the main task for an educator, educators need to understand how to implement this new curriculum. However, not a few teachers realize that they do not have enough experience in using learning tools in the teaching and learning process, this is actually a form of preparing and improving the professionalism of a teacher in getting new experiences in order to update their professional competencies and skills [5]. The Independent Curriculum at the Elementary School level includes strengthening basic competencies and holistic understanding with the aim of understanding the surrounding environment, project-based learning to strengthen the Pancasila Student Profile is carried out at least 2 times in one academic year [6]. This Pancasila Student Profile strengthening project is one of the concepts and designs for character strengthening learning, where Pancasila is the ideology of the Indonesian state. Therefore, in addition to developing students' intellectuality, the need for strengthening student character is very important in the Indonesian national education system. Because basically Indonesian education aims to develop the intellectual potential and character of students [4].

To be able to implement the Independent Curriculum well, the teacher as one of the determining factors for the success of curriculum implementation needs to understand the curriculum. To be able to understand how to implement the curriculum properly,

teachers need to receive education and training on the Independent Curriculum. Therefore, curriculum changes also require teachers to take effective training to understand this curriculum.

Based on this background, the researchers examined the extent to which elementary school teachers were prepared to implement the Independent Curriculum. Teacher readiness is seen from the survey conducted to teachers who have carried out training and teachers who have not carried out training. Based on these differences, the researchers found out the teacher's readiness from the correlation between the implementation of the training and the Implementation of the Independent Curriculum which will be implemented with three alternative choices (Independent Learning, Independent Changing, and Independent Sharing) provided by the Ministry of Education and Culture.

2   Literature Review

The curriculum occupies a central position in all kinds of educational activities. In order to create educational goals, the curriculum must be able to improve its quality. The curriculum must be able to adapt to the situation of each good school, paying attention to the needs and stages of development of students as well as the needs of national development while keeping in mind that national education is based on national culture and national education based on Pancasila and the Constitution 1945 [7, 8]. To continue to improve the quality of education in Indonesia, the curriculum applied is developing, adjusting to the education unit, regional potential, and it is necessary to evaluate the extent to which the effectiveness of curriculum implementation.

The polemic occurred when the COVID-19 outbreak hit and the government had to issue an emergency status with a policy of students learning from home which requires learning activities to be carried out online. Intensity in teaching and learning activities also decreased drastically in a day. [9] explains that online learning from home activities limits the interaction between teachers and students, where the time spent studying per day is approximately 2 to 3 h, the emergence of parental anxiety due to limitations in children's learning capacity, lack of teacher guidance, until the emergence of boredom and a decrease in learning motivation as a result of the teacher's inability to innovate and be creative in delivering learning materials.

Curriculum 2013
The Curriculum 2013 is a curriculum that has been in effect since the 2013/2014 school year in the Indonesian education system. As a national curriculum, Curriculum 2013 fulfills both dimensions of the curriculum: the first is the plan and arrangement of objectives, content, and lesson materials; and the second is the method used for learning activities. The Curriculum 2013 is a curriculum that prioritizes understanding, skills, and character education. The characteristics of the development of the Curriculum 2013 emphasize spiritual, social, curiosity, creativity, knowledge and psychomotor equality (Regulation of the Minister of Education and Culture Number 81A of 2013 concerning Curriculum Implementation, 2013). Implementation of the Curriculum 2013 will run well with the support of teachers and education staff. Therefore, teachers must be ready to implement the Curriculum 2013 in teaching and learning activities, because it

has a greater influence in supporting the curriculum process when applied (Gunawan, 2016; Khasanah, 2015). The dimensions that are interrelated in the implementation of the 2013 Curriculum are planning, learning process, and learning evaluation. Some of the obstacles faced by teachers in implementing the Curriculum 2013 are too many administrations that must be completed by teachers, the development of LIP (Learning Implementation Plan) includes three approaches, namely; 1) lesson plans used for one meeting or one subject, 2) learning is not always completed in one meeting, but one subject must be completed in one day; 3) the teacher has difficulty dividing the time between the implementation of learning and administration; 4) teachers have difficulty in learning assessment (Gunawan, 2017; Ningrum & Sobri, 2015).

Emergency Curriculum

The Emergency Curriculum is a policy taken by the Indonesian government (Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions, 2020). In order to overcome learning loss that occurs in special conditions, the Basic Education Unit can develop a curriculum with the principle of diversification according to the conditions of the Education Unit, regional potential, and students referring to the 2013 Curriculum with simplified Core Competencies and Basic Competencies (Emergency Curriculum). Education units in special conditions are not required to complete all curriculum achievements for grade promotion or student graduation. It aims to provide flexibility for educational units to determine a curriculum that is in accordance with the learning needs of students. The options offered in the Emergency Curriculum are; 1) continue to refer to the National Curriculum, 2) use the Emergency Curriculum, 3) simplify the curriculum independently.

In the emergency curriculum, basic competencies have been reduced for each lesson content so that teachers and students can focus on essential competencies and prerequisite competencies for continuing learning at the next level. Teachers are encouraged to carry out continuous diagnostic assessments to examine students' cognitive and non-cognitive states as a result of home learning or distance learning. Through this diagnostic assessment, teachers can provide appropriate learning according to the conditions and needs of students. After running for almost one academic year, the Ministry of Education and Culture conducted an evaluation of the implementation of the emergency curriculum and the evaluation results obtained that students using the emergency curriculum got better assessment results than those who used the full 2013 curriculum, regardless of their socioeconomic background [8, 16]. In addition, the implementation of the emergency curriculum can significantly reduce learning-loss during the pandemic, both for literacy and numeracy achievements.

Independent Learning Curriculum

The Independent Learning Curriculum is a renewal at the present time which is motivated by increasingly advanced technology and its use is demanded during the COVID-19 pandemic. This curriculum is in accordance with the agenda of improving the quality of education which has always been promoted since the independence of the Indonesian nation. According to the Minister of Education, this program will be a direction for

future learning that focuses on improving the quality of human resources. According to [17].

The Ministry of Education and Culture, Research and Technology has issued Decree of the Head of BSKAP No. 034/H/KR/2022 concerning Education Units for Implementing the Independent Curriculum Implementation in the 2022/2023 Academic Year. In the Decree, there are schools that are included in the ICI (Independent Curriculum Implementation) category of Independent Learning, Independent Change and Independent Sharing. The differences in the ICI are [18]: 1) Independent Learning, Principals and teachers apply components or principles of an independent curriculum while still using the curriculum of the education unit that is being implemented (Curriculum 2013, Emergency Curriculum); 2) Independent Changes, Principals and teachers starting the 2022/2023 school year implement an independent curriculum using the teaching tools provided in the education unit; 3) Independent Sharing, Principals and teachers in the 2022/2023 school year implement an independent curriculum by developing their own various teaching tools in education units.

The results of the study show that the Independent Curriculum is part of a systemic effort to overcome the learning crisis due to low basic competencies and high inequality of student learning outcomes between regions due to the COVID-19 pandemic (Firman et al., 2022). In other words, the Independent Curriculum is a policy set by the government to restore learning after the COVID-19 pandemic. The Independent Curriculum has several main characteristics that support learning recovery after the COVID-19 pandemic. First, the development of soft skills and character (noble character, mutual cooperation, diversity, independence, critical reasoning, creativity) has a special portion through project-based learning. Second, focus on essential material so that there is sufficient time to study basic competencies in depth such as literacy and numeracy. Third, the flexibility for teachers to carry out learning according to students' abilities and make adjustments to the local context and content [18].

The characteristics of the Independent Curriculum at the Elementary School level include strengthening basic competencies and holistic understanding with the aim of understanding the surrounding environment, integrating computational thinking in Indonesian, Mathematics, and Natural Sciences, and English as elective subjects; Project-based learning to strengthen the "Pancasila Student Profile" is carried out at least 2 times in one academic year [6]. In the Independent curriculum, the "Pancasila Student Profile" strengthening project describes the national education goals in more detail related to the ideals, vision, mission and educational goals for students and all components of the education unit. The Pancasila Student Profile provides an overview of the character and abilities of Indonesian students. All learning programs and activities in education units aim at the end of the profile of Indonesian students.

3   Methods

The method used in this research is a survey method. The survey was conducted on 30 elementary school teachers in Bengkulu City, Indonesia. The analysis carried out is a quantitative descriptive statistical analysis technique, namely by describing the data obtained by the Spearman Rank correlation test. The Spearman Rank correlation test is

Table 1. Guidelines for Providing Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0,00 – 1,99	Very Low
0,20 – 0,399	Very Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

used to find a relationship or test the significance of the relationship or test the significance of the associative hypothesis if each of the variables connected is ordinal and the data sources between variables do not have to be the same [19]. The measured variables are translated into variable indicators, then these indicators are used as a starting point for measuring instrument items in the form of statements (Table 1).

4   Results and Discussion

The Ministry of Education, Culture, Research, and Technology [18] stated that the implementation of the Independent Curriculum implementation in the 2022/2023 school year contained 45 Bengkulu City Elementary Schools with the "Independent Learning" category in ICI (Independent Curriculum Implementation). For the "Independent Change" category, there are 47 elementary schools in Bengkulu City, while for the "Independent Sharing" category there are 0 Elementary Schools in Bengkulu City. Of the three curriculum options that have been given, the teacher must prepare various things. Every teacher needs to know what readiness is needed when implementing the Independent Curriculum in the classroom. In order to see the effect of teacher readiness in choosing to apply the Independent Learning Curriculum (Independent Learning Curriculum, Independent Change and Independent Sharing) researchers sought to determine teacher readiness (Table 2).

There are no schools that choose to implement the Mandiri Sharing Curriculum, indicating that the teachers are not ready to implement the curriculum. Whether the teacher is ready or not in implementing the Independent Learning Curriculum is due to

Table 2. Implementation of the Independent Curriculum at the Elementary School level in Bengkulu City, Indonesia (Kepmendikbudristek, 2022).

School	Independent Learning	Independent Change	Independent Sharing
State	36 School	39 School	0 School
Private	9 School	8 School	0 School
Total	45 School	47 School	0 School

various factors. One of them is that there are still many teachers who have not received training on the implementation of the Independent Curriculum.

The table below is a survey conducted on 30 teachers. Of the 30 people, there are 15 people who have not participated in the Independent Learning Curriculum training and 15 people who have participated in the online training. The results obtained are that teachers who have participated in online training are more likely to apply the Independent Curriculum with the category of Independent Change. Meanwhile, teachers who have not participated in the training prefer to apply the Self-Learning Curriculum category. The table below shows the correlation between teachers who have attended training and teachers who have not attended training with readiness to choose one of the categories of the Independent Curriculum (Table 3).

Teachers still do not understand the curriculum because they have not received direct training. However, some teachers have participated in the online training independently. From the respondents' answers, it was concluded that there was a link between the training included and the readiness of teachers to choose the Independent Learning Curriculum and the Changed Independent Curriculum. This relationship can be seen from the following data:

1. Seeing Relationship Significance:

Seeing the significance: $0.000 < 0.05$, it means that there is a significant relationship between the variables of teachers participating in "training" on teacher readiness in ICI (Independent Curriculum Implementation).

2. Seeing the Level of Strength (Closeness) of Relationships.

From the output of SPSS, the correlation coefficient is 0.864. This means that the level of strength of the relationship (correlation) is very strong between the variables of teachers who take part in "training" with the ICI, which is 0.864

3. The correlation coefficient in the above results is positive, namely 0.864 so that the relationship between the two variables is unidirectional (type of unidirectional relationship), thus it can be interpreted that the more teachers who receive independent learning curriculum training, the ICI (Independent Curriculum Implementation) will also increase.

Table 3. Correlation of Independent Curriculum Training with teacher readiness in the Implementation of the Independent Curriculum

			Training	ICI
Spearman's rho	Training	Correlation Coefficient	1.000	.864[**]
		Sig. (2-tailed)		.000
		N	30	30
	ICI	Correlation Coefficient	.864[**]	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

[**]. Correlation is significant at the 0.01 level (2-tailed).

Based on the survey, the readiness of teachers in implementing the independent curriculum can be seen from the training that has been obtained. Teachers feel more confident to apply the Independent Changed Curriculum when they have received training. Teachers who have not received training do not have the confidence to face the Independent Learning Curriculum. For this reason, before deciding which curriculum to apply, teachers must have the provision of training. If teachers apply a curriculum that they do not understand, then the objectives of the curriculum will not be fulfilled optimally. In line with the opinion of Elmore & Sykes (1992) that when the curriculum is formulated, developed, and implemented in the school system to the classroom, the implementation mechanism affects learning practices which in turn affect student learning outcomes. There is no guarantee that teachers will implement curriculum policies according to government expectations. Therefore, careful preparation is needed to implement the new curriculum. One of these forms of readiness is the readiness of the teacher as a party directly involved in learning.

5   Conclusion

Based on the results of the study, it was found that teachers who had carried out the training had more readiness than teachers who had not attended the training. The significance value obtained is $0.000 < 0.05$, which means that there is a significant relationship between the variables of teachers participating in "training" and teacher readiness in ICI (Independent Curriculum Implementation). The correlation coefficient value is 0.864, so the level of strength of the relationship (correlation) is very strong. The correlation coefficient number in the above results is positive, namely 0.864 so that the relationship between the two variables is unidirectional.

Independent Curriculum Implementation (IKM) options are offered; 1) Independent Learning, namely implementing several parts of the Independent Curriculum and 2013 Curriculum, 2) Independent Change, namely the implementation of the Independent Curriculum with learning tools provided by the government, 3) Mandiri Sharing, namely the implementation of the Independent Curriculum by developing their own learning tools. Teachers who have attended the training are more prepared to take part in the second option, namely the Changed Self-Curriculum. Meanwhile, teachers who have not attended training prefer to follow option 1, namely the Independent Learning Curriculum. As for the third option, there are no teachers who are ready to develop their own learning tools because the training they have received has not been maximized.

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