



## The Relationship Between Professionalism and Teacher Literacy with the Implementation of the Independent Curriculum at SMK Gorontalo

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**Abstract:** This study aims to determine how much the relationship between teacher professionalism and literacy with the simultaneous implementation of the independent curriculum. This study used 32 samples of respondents of Business and Management Vocational High School teachers in Gorontalo City. The sampling method used in this study is a non-probability sampling sample technique and the type of data used in this study is primary data. The data analysis method used is multiple linear regression analysis. The results showed that the results of the regression test showed that there was a relationship between teacher professionalism and literacy with the implementation of an independent curriculum. This shows that if the professionalism and literacy of teachers are maximized, it will increase the implementation of the independent curriculum. The relationship between teacher professionalism and literacy with the implementation of the independent curriculum was 58.4% and the remaining 41.6% was influenced by other variables that were not studied and explained in this study.

**Keywords:** Professionalism, Teacher Literacy, Implementation Of The Independent Curriculum.

### 1. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. In achieving the goals of education, a component is needed so that education is carried out in accordance with the ideals of the nation.

The curriculum is one of the important components in the implementation of education to achieve educational goals. Curriculum is a plan that is used as a guideline or guide in teaching and learning activities. Taris et al (2020) suggest that the curriculum is one of the most important components in achieving educational goals. Along with the times, the curriculum also requires development in it so that there is a development in the curriculum and in order to achieve educational goals as it should.

Today, in the implementation of the curriculum, education units in Indonesia use the implementation of the independent curriculum. Ishma et al (2023) suggest that the Merdeka Belajar Curriculum focuses on intracurricular learning for students who further optimize content in understanding concepts, strengthening competencies, character development, and providing flexibility. Students have the right to choose the material of interest and teachers are free to adjust learning media that suits the needs and interests of students. The independent learning curriculum is expected to provide quality learning to students who are calm and relaxed, and free from pressure to show their talents naturally.

Hamrulla et al (2022) stated that in the Independent Curriculum, independent teachers learn to be innovative learning architects and focus on developing students' character, creativity, and independence. The role of teachers as facilitators is becoming increasingly crucial in supporting the transformation of education. Zamli (2020) argues that involving teachers in the curriculum development process is important to adapt curriculum content to the needs of students in the classroom. As an educator, a teacher can understand student psychology and have knowledge of teaching methods and strategies. Teachers also act as evaluators in assessing student learning outcomes. Therefore, in developing an independent curriculum, teachers must have qualities such as designers, planners, managers, evaluators, researchers, decision makers, and administrators.

As a facilitator, in implementing the independent curriculum, a teacher must be supported by qualified professionalism and literacy skills, so that educational goals will be easily achieved. As stated by Melisa (2023) who argues that in the Merdeka Belajar Curriculum, the role of a teacher's professionalism is highly demanded. Ifath et al (2022) suggest that professional competence relates to all fields of study that contain about: (a) Understanding subjects that have been prepared for teaching; (b) Understand the competency standards and content standards of subjects and teaching materials in the curriculum; (c) Understand the structure, concepts, and scientific methods that overshadow the teaching material; (d) Understand the relationship of concepts between related subjects; (e) Apply scientific concepts in everyday life. This indicator must then be owned by a teacher, so that the process of implementing an independent curriculum can run well.

In addition to teacher professionalism, another component that needs attention in the implementation of the independent curriculum is the literacy owned by teachers. According to the Directorate General of Teachers and Education Personnel (2023), teacher literacy competence is the ability of teachers to assist students in accessing, using, interpreting, and communicating information and ideas through various texts in accordance with the characteristics and needs of students. Literacy skills can also be interpreted as chitis thinking skills in analyzing texts across disciplines, in order to be able to solve everyday problems. From this explanation, it is increasingly convincing that literacy skills are important things that must be possessed by a teacher, with literacy skills, teachers will be better prepared in implementing the independent learning curriculum.

In this study, researchers will focus research by looking at the direction of the relationship between professionalism and teacher literacy with the implementation of an independent curriculum. In the previous study, Pramono (2023) has conducted a similar study entitled the relationship between professionalism and teacher literacy with the implementation of the 2013 curriculum, the results of his research show that there is a significant relationship together between teacher professionalism and literacy with the implementation of the 2013 curriculum. In this study, the withdrawal of variables was based on previous research studies that examined similar research. Researchers intend to test theories and results of previous research using different objects and samples, by collaborating between previous variables used to measure variables of independent curriculum implementation as a form of novelty or novelty in this study. The object of research is focused on Business and Management Vocational High School in Gorontalo City, the reason for this research is focused on Gorontalo City Business and Management State Vocational High School consisting of SMK Negeri 1 Gorontalo, SMK Negeri 4 Gorontalo and SMK Negeri 5 Gorontalo because the three schools are Business and Management-based State schools in Gorontalo city which are pilot schools for other business and management schools in Gorontalo Province.

## 2. METHOD

The approach in this study uses a quantitative approach whose data is related to numbers to find the influence of variables, namely professionalism and teacher literacy on the implementation of the independent curriculum. Quantitative approach can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis with the aim of testing hypotheses that have been determined (Sugiyono, 2015). This research includes population and research samples, research variables, data collection methods, validity and reliability, research instruments and data analysis. The source of data used in this study is primary data. The primary data used in this study came from the results of filling out questionnaires by respondents.

Researchers determined that the population in this study was 32 teachers of SMK Negeri Business and Management Gorontalo City. Because the number of subjects is less than 100, here the researcher took the entire population as a sample of 32 teachers of SMK Negeri Business and Management Gorontalo City (Sugiyono, 2015).

### 3. RESEARCH RESULTS

#### 3.1 Classical Assumption Test

Before conducting an analysis with regression, it is necessary to entail several assumptions, namely normal distribution or normality, multicollinearity and heteroscedasticity.

##### a. Normality Test

The requirement that must be met before performing a regression analysis is the normality of the data or the normal distribution for the dependent variable. In the assumption test, the first thing to do is the normality test, if the distribution of data is abnormal, the analysis cannot continue because it does not meet the requirements of data normality. In this study, the implementation of the independent curriculum is an endogenous variable so that residues must be normally distributed to meet the requirements for regression testing, data normality testing using the help of computer software SPSS release 20.0.

Table 1. Dependent Variable Normality Test

| <b>One-Sample Kolmogorov-Smirnov Test</b> |       |
|-------------------------------------------|-------|
| Kolmogorov-Smirnov Z                      | 0.892 |
| Asymp. Sig. (2-tailed)                    | 0.404 |
| a. Test distribution is Normal.           |       |
| b. Calculated from data.                  |       |

Source: Processed Primary Data, 2024.

Based on table 1. The result of the normality test with the calculation of Kolmogorov- Smirnov Asymp. Sig. Regression equation for the implementation of the Asymp independent curriculum. Sig. (2-tailed) 0.404 significance above 0.05. This means that the residual equation for the implementation of the independent curriculum studied is normally distributed, because the normality assumption test has been fulfilled, statistical techniques of equations with regression can be used.

##### b. Multicollinearity Test

The multicollinearity test was used to determine the presence or absence of linear relationships between independent variables in the regression model in this study. The requirement that must be met in regression models is the absence of multicollinearity of linear relationships between independent variables. In detecting multicollinearity in this study, the variance inflation factor (VIF) value was used in the regression model. Between the independent variables, it is said to be multicollinearity if the tolerance is  $< 0.1$  and the variance inflation factor (VIF)  $< 10$ . The results of the multicollinearity test related to the regression structure of the dependent model of the independent curriculum implementation variable are presented in table 2. As follows.

Table 2. Multicollinearity Test Results

| Coefficients                                                        |                  |                         |       |
|---------------------------------------------------------------------|------------------|-------------------------|-------|
| Model                                                               |                  | Collinearity Statistics |       |
|                                                                     |                  | Tolerance               | VIF   |
| 1                                                                   | (Constant)       |                         |       |
|                                                                     | Professionalism  | .814                    | 1.229 |
|                                                                     | Teacher Literacy | .814                    | 1.229 |
| a. Dependent Variable: Implementation of the Independent Curriculum |                  |                         |       |

Source: Processed Primary Data, 2024.

Based on table 2. Above, it is known that all independent variables studied in this study obtained variance inflation factor (VIF) values greater than the required number 10, it can be said that in this model there is no multicollinear between the independent variables studied. Thus the analysis process meets the requirements so that the analysis can proceed.

### c. Heteroscedasticity Test

This requirements test determines that residuals should not be related to each other. Ui disturbances will depend on the selected value of the variable describing is one constant number equal to variance. This is actually an assumption of homoscedasticity, or variance equally. The results of the heteroscedastistas test can be seen in Figure 1 below.

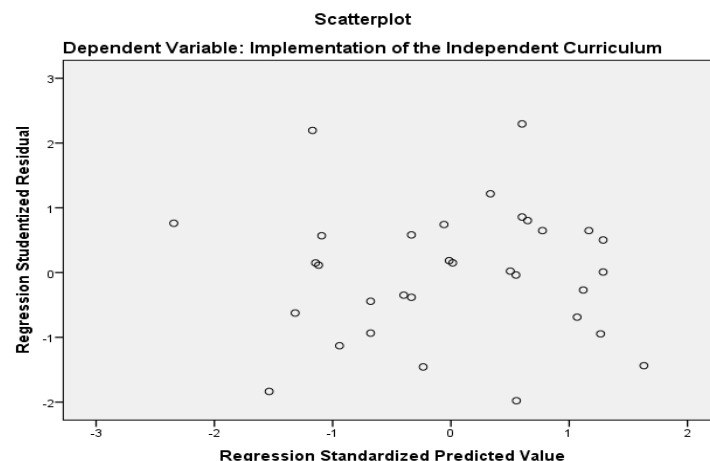


Figure 1. Heteroscedasticity Results

Based on figure 1. The scatterplot of the implementation of the independent curriculum above, graphically the heteroscedasticity test can be seen from the Multivariate Standardized Scatterplot. The basis for taking if the distribution of standardized residual values does not form a certain pattern but appears random or random, it can be said that the regression model is homogeneous or does not contain heteroscedasticity. Thus, based on figure 1 of the scatterplot above, it can be said that heteroscedasticity does not occur in the regression model studied, so that it meets the requirements of continued regression analysis.

### 3.2 Simultaneous Regression Test Results

The results of testing the magnitude of the relationship between teacher professionalism and literacy with the implementation of the independent curriculum simultaneously used linear regression analysis with the help of computer software SPSS for Windows Release 20.0 program with computer output seen in detail in the following table.

Table 3. Simultaneous Regression Test Results

| ANOVA <sup>a</sup> |                |    |             |        |                   |
|--------------------|----------------|----|-------------|--------|-------------------|
| Model              | Sum of Squares | df | Mean Square | F      | Sig.              |
| 1 Regression       | 207,244        | 2  | 103,622     | 22,770 | .000 <sup>b</sup> |
| Residual           | 131,975        | 29 | 4,551       |        |                   |
| Total              | 339,219        | 31 |             |        |                   |

a. Dependent Variable: Implementation of the Independent Curriculum

b. Predictors: (Constant), Teacher Literacy, Professionalism

Source: Processed Primary Data, 2024.

Based on table 3 above, it is known that the model of the simultaneous test relationship for teacher professionalism and literacy to the implementation of the independent curriculum is also significant with the results of the f test of 22.770 greater when compared to t table alpha 0.05 (df = 29) of 2.934. With the computer output Sig 0.000 is smaller than alpha ( $\alpha = 0.05$ ). The results of the f-test for the regression model simultaneously professionalism and teacher literacy towards the implementation of the independent curriculum.

### 3.3 Regression model of the relationship between professionalism and teacher literacy with the implementation of the Independent Curriculum.

The following are the results of the regeneration test between the relationship between professionalism and teacher literacy with the implementation of the independent curriculum.

Table 4. Regression Test Results

| Coefficients <sup>a</sup> |                             |            |                           |       |      |
|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|                           | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant)              | 14,110                      | 4,258      |                           | 3,314 | ,002 |
| Professionalism           | ,446                        | ,104       | ,550                      | 4,282 | ,000 |
| Teacher Literacy          | ,190                        | ,066       | ,367                      | 2,859 | ,008 |

a. Dependent Variable: Implementation of the Independent Curriculum

Source: Processed Primary Data, 2024.

The model of the relationship between professionalism and teacher literacy with the implementation of an independent curriculum can be explained in the regression equation as follows:

$$\hat{Y} = \alpha + bx_1 + bx_2$$

Information:

$\hat{Y}$  = Bound Variable (Implementation of the Independent Curriculum)

X1 = Professionalism

X2 = Teacher Literacy

$\alpha$  = constant

b = regression coefficient

So if formulated to be  $\hat{Y} = 14.110 + 0.446 + 0.190$

The above formulation can be explained as follows:

- a. This model shows that the independent curriculum implementation variable has a constant value of 14.110 and will experience a change of 0.446 for each increase if influenced by the professionalism variable.
- b. This model shows that the independent curriculum implementation variable has a constant value of 14.110 and will experience a change of 0.190 for each increase if influenced by teacher literacy variables.

### 3.4 Coefficient of Determination Test (Adjusted Test $R^2$ )

The Coefficient of Determination Test (Adjusted Test) in this study is used to measure how much the influence of the independent variable contributes in applying the variation of the dependent variable. Furthermore, the magnitude of the coefficient of determination is presented in table 4 as follows.

Table 5. Results of Coefficient of Determination Analysis ( $R^2$ )

| Model Summary <sup>b</sup>                                          |                   |          |                   |                            |
|---------------------------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                                                               | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                                                                   | .782 <sup>a</sup> | .611     | .584              | 2,133                      |
| a. Predictors: (Constant), Teacher Literacy, Professionalism        |                   |          |                   |                            |
| b. Dependent Variable: Implementation of the Independent Curriculum |                   |          |                   |                            |

Source: Processed Primary Data, 2024.

The results of the analysis in table 6 show that there is a relationship between teacher professionalism and literacy together on the implementation of the independent curriculum of 0.584 or 58.4% and the remaining 41.6% is determined by other factors outside the model that are not studied.

## 4. DISCUSSION

Based on the results of the analysis, it can be seen that there is a positive and significant relationship between the relationship between professionalism and teacher literacy with the implementation of an independent curriculum. The results also show that variations in the implementation of the independent curriculum can be explained by teacher professionalism and literacy. In other words, the more professionalism and teacher literacy are maximized, it will increase the implementation of the independent curriculum. The results of this study are in line with the results of research presented by Pramono (2023), the results of his research show that there is a significant relationship together between professionalism and teacher literacy with the implementation of the 2013 Curriculum.

## 5. CONCLUSION

Based on the discussion, it can be concluded that the direction of the relationship between the relationship between professionalism and teacher literacy with the implementation of the independent curriculum is positive and significant, a positive sign means that the better the value of the variable relationship between professionalism and teacher literacy, the more maximum the implementation of the independent curriculum, if there is a change in teacher professionalism and literacy, there will be changes in the implementation of the independent curriculum in the right direction. same. The relationship between professionalism and teacher literacy together on the implementation of the independent curriculum was 0.584 or 58.4% and the remaining 41.6% was determined by other factors outside the model that were not studied.

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