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The Influence of The Level of Teacher Readiness in Implementing the "Merdeka Belajar" Curriculum

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Abstract

The "merdeka belajar" curriculum was socialized more than one year ago. Every school is obliged to implement the curriculum to adapt to change, especially for driving schools that are pioneers, as well as pilot projects for new paradigm changes in the learning process. For this reason, school principals must prepare teachers as early as possible to be competent in following the existing rhythm of change. This study aims to analyze the influence of teacher readiness in implementing the independent learning curriculum in driving schools. This study used a quantitative approach, with 53 teachers selected as respondents using a saturated sampling technique. The research instrument used a questionnaire, and the data analysis technique used was multiple linear regression. The study's results found that intrinsic and extrinsic motivation significantly affected individual readiness to change, in this case, the teacher implementing the independent learning curriculum in driving schools. The results of this study are expected to provide input to school principals regarding motivating all teachers according to the characteristics and stages needed because every teacher has a different background. The contribution of this research in preparing education in the era of independent learning Teachers become dynamic actors or activators as spearheads for change and progress of separate teaching and learning in the era of Industry 4.0, where technology and information are developing very fast. Therefore, teachers should be more modern in today's modern era.

INTRODUCTION

Changes in education system policy are demands that must be made to improve the quality of human resources in a nation (Hardiansyah & Zainuddin, 2022). With all its changes, the curriculum must be connected to the world of education. The role of the curriculum in teaching and learning activities, student input, and the competence of educators is as a direction to achieve specific educational goals (Marliana et al., 2021). The curriculum reflects the nation's philosophy of life, in which direction and how the curriculum used by a nation will determine that form of life. According to (Fathurrahman et al., 2022), the curriculum is prepared and developed to achieve educational goals, namely preparing students to live in society. Social values, needs, and demands of society tend to always experience changes, among others, due to advances in science and technology. The curriculum must be able to anticipate these changes because education is the way that is considered the most strategic to balance the progress of science and technology (Supriatna et al., 2023). The curriculum must be able to answer the broader community's needs in dealing with life problems that surface in social reality (Defrizal et al., 2022). In education, school managers place the curriculum as an element of education. Thus the curriculum is a set of plans and arrangements regarding content and learning materials and the methods used as guidelines for implementing teaching and learning activities (Hardiansyah & Mulyadi, 2022). The content of the curriculum is an arrangement of study materials and lessons to achieve the objectives of the education unit concerned with achieving the educational goals expected by planners and education managers. Education must be able to produce people who are intellectually superior, morally stable, competent in mastering science and technology, and have a high commitment to various social roles (Hardiansyah et al., 2022). The existence of a very strategic curriculum in increasing the effectiveness of learning developed by educational institutions. Principals, vice principals, teachers, and education staff have a role in supporting maximizing the achievement of learning objectives, which is marked by changes in student behavior in the

cognitive, affective, and psychomotor domains (Hardiansyah et al., 2022). That way, students achieve the learning outcomes expected and planned by the teacher through the learning process both inside and outside the classroom.

Based on the explanation above, in driving schools, there will be learning programs with a new paradigm that is different from other schools that are not yet included in the driving category. Research (Tuasikal et al., 2021) found that driving schools will apply to learn with a new paradigm, and each teacher will receive training and assistance to increase their capacity to adapt to the new learning paradigm. One of the changes in the learning process is the use of technology-based real-action instruments to make learning more fun and easy for students to understand. Meanwhile, on the one hand, not all teachers are accustomed to using technological devices combined with real action in the learning process. Senior teachers may be used to carrying out the learning process in a conventional way. This is where the role of the driving teacher is to motivate other teachers to adjust to changes (Pratikno et al., 2022).

Individual change readiness, in this case, the teacher needs to be considered and evaluated regularly. Because the teacher is the leading actor of change who will implement the independent learning curriculum, especially in driving schools, (Prakoso et al., 2021) explain that individual readiness is a person's beliefs, behaviors, and intentions toward the changes needed. This was confirmed by (Lie et al., 2022), who added that individual readiness to change is how much an individual cognitively and emotionally shows acceptance and effort to implement plans to make changes at that time. The explanation above suggests that related individual behavior needs to be explored more intensely because many individuals have different backgrounds and characteristics within the organization (Ahid & Sufirmansyah, 2022). This will undoubtedly impact the speed of the organization's expected change process. On the other hand, it is also helpful to identify what methods can be used to accelerate change based on individual characteristics within the organization. The organization must also provide a forum that facilitates teachers to exchange knowledge and information related to updates in the learning process so that teachers will be unified in their commitment to mutually succeeding in the independent learning curriculum program in driving schools (Salim et al., 2022). If these activities are used to it indirectly, the teacher's performance will also increase, making it easier to accept new positive things for organizational progress (Hardiansyah & AR, 2022).

The application of independent learning requires structured planning in the form of strategies that can be carried out during the learning process (Hardiansyah & Mas'odi, 2022). As the person in charge of the school, the principal needs to provide exceptional guidance to teachers regarding the independent learning policy so that teachers prepare their lessons according to the independent learning policy (Isnawan & Sudirman, 2022). Principals also need to routinely monitor deficiencies in implementing independent learning at school. Based on the results of previous research at tulungagung Vocational High School in terms of preparing for the implementation of the independent learning policy, there has yet to be a strategy implemented as a first step in implementing independent learning. In carrying out school examinations, the principal still needs to have a specific policy because the principal needs to understand how the school conducts the examination. The school principal thinks that the technical implementation of the school examination is the same as the National Examination, and the making of questions is only like the Class Promotion Test. The minimum Competency Assessment is a new policy to replace the National Examination. Schools need adjustments to the emergence of a new policy in the form of a Minimum Competency Assessment. This adjustment is also felt by all components of school educational subjects: principals, school officials, teachers, and students. Principals, school apparatus, and teachers have not been able to adjust to this Minimum Competency Assessment policy because they need to learn the technical implementation of the Minimum Competency Assessment, the form of the Minimum Competency Assessment, and how to evaluate student learning outcomes. This requires a strategy, so all school members can understand and be ready to implement the 2022 Minimum Competency Assessment. However, the head of the Purworejo Vocational School still needs to develop a specific strategy to meet the Minimum Competency Assessment for the first time in 2022.

The principal's first step in preparing teachers to make lesson plans is to hold socialization about changes to lesson plans and their components (Abidah et al., 2020). Teachers can freely choose, create, use, and develop lesson plan formats. In this case, even though the teacher has his policy in this lesson plan format, this still needs to be considered difficult for the teacher. Teachers are required to convey all existing subject matter, but in this lesson plan, it is only stated on one sheet (Rohmad, 2020). This certainly will only cover some chapters or sub-chapters in one subject. The teacher needs help summarizing the material in the lesson plan, which is only one sheet. Schools changing this lesson plan have the freedom to determine their policies regarding the development of this lesson plan. However, the school must still determine which components will be contained in the twin lesson plan attachments (Cahyono, 2022).

Based on the phenomena and explanations above, this study has objectives including 1) to analyze the effect of motivation on teacher readiness in implementing the driving school curriculum, 2) to analyze the effect of knowledge sharing on teacher readiness in implementing the driving school curriculum, and 3) to analyze the influence of motivation and knowledge sharing towards the readiness of teachers in implementing the driving school curriculum. The problem in this study was found when the teacher implemented the independent learning curriculum. Many teachers need clarification on implementing the Independent Curriculum at all levels of education, with teachers being a category of profession that is included as a field requiring special skills. Furthermore, in this study, the readiness of teachers to implement the independent learning curriculum, namely the lack of opportunities and learning resources or inadequate facilities and infrastructure, as well as the presence of teachers who are technology stutterers, teachers who are used to extended learning and lack of experience with this curriculum. Furthermore, teachers have not been able to understand the Graduate Competency Standards to be reduced to the needs of students, teachers who are still using the old learning strategies, lack of training or outreach about the curriculum, and lack of textbooks and sections of material that are not the same must be addressed immediately. The results of a preliminary study at the research location revealed that the school had implemented the Merdeka curriculum in all classes, including the lower grades, which were the focus of this research. However, further research still needs to be carried out regarding the extent to which the Merdeka curriculum has been implemented. Based on the problem's presentation, this prompted researchers to examine teacher readiness in implementing the independent learning curriculum, especially in elementary schools. This research aims to analyze the willingness of elementary school teachers to implement the independent learning curriculum.

METHODS

This research uses a quantitative approach with descriptive techniques. The location of this research is SMK 1 Rejotangan Tulungagung. Respondents in this study amounted to 53 teachers with a saturated sampling technique, namely, taking the entire population as a sample. According to (Hardiansyah, 2022a), the saturated sampling technique is part of non-probability sampling, specifically for populations with small numbers. The instrument used is a questionnaire referring to the 3 (three) variables to be analyzed. Data analysis was carried out quantitatively by first testing the validity and reliability. A validity test is used to measure whether or not a questionnaire is valid. A reliability test is a tool to measure a questionnaire that indicates a variable or construct. A questionnaire is said to be reliable or reliable if one's answers to the questions are consistent or stable over time. The instruments for intrinsic and extrinsic motivation refer to the indicators used by (Rizal, 2022), wherein intrinsic motivation consists of 7 indicators and extrinsic motivation consists of 4. Meanwhile, teacher readiness to change uses research references from (Firmansyah et al., 2023), which are adapted to the context of this research. Measurements using a Likert scale of 1-5. Furthermore, the classic assumption test includes the normality test, multicollinearity test with tolerance and VIF values, and heteroscedasticity test in the form of Spearman's Rho coefficient. After going through these stages, the analysis technique used is multiple linear regression to determine the effect and significant level $\alpha = 0.05$ or 5% tested using F (simultaneous) and t (partial) using SPSS version 25.

RESULTS AND DISCUSSION

Data Normality Test Results

The data normality test refers to the results of the average probability plot graph (see figure 1).

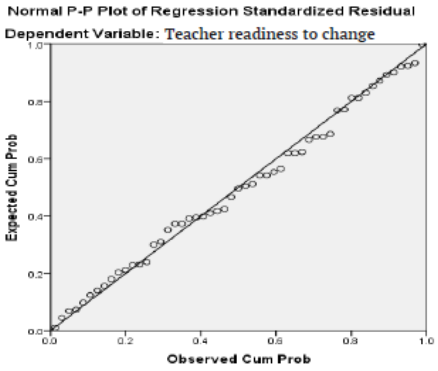

Figure 1. Data normality test

Based on the figure above, it can be seen that the points spread close to the diagonal line. Therefore, the regression model is suitable for predicting individual readiness to change based on input from the independent variables.

Multicollinearity Test Results

The multicollinearity test is used to avoid correlation between independent variables. The results of this test are guided by the VIF and Tolerance values, where if the VIF value is < 10 and the tolerance value is > 0.01, then it is declared free of multicollinearity (see table 1).

Table 1. Multicollinearity Test

No	Model	Collinearity Statistics	
		Tolerance	VIF
1	Intrinsic Motivation	437	2.290
2	Extrinsic Motivation	437	2.290

Based on the table 1, it can be seen that the VIF value for the intrinsic and extrinsic motivation variables is the same, namely 2.288 <10, and the tolerance value is also the same, namely 0.438 > 0.01, meaning that it can be concluded that the instruments in this study are free of multicollinearity.

Heteroscedasticity Test Results

This test is to see the distribution of patterns of answers from respondents. If the dots spread out and do not form a specific pattern, it can be concluded that there is no heteroscedasticity (see figure 2).

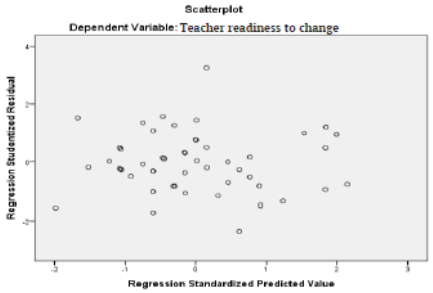

Figure 2. Heteroscedasticity Test

Based on the picture above, it can be seen that the dots spread do not form a specific pattern, so it can be concluded that there is no heteroscedasticity.

Results of Multiple Linear Regression Analysis

Multiple linear regression analysis in this study was used to determine the relationship pattern between the independent variables and the dependent variable. Then to test the hypothesis, partially used the t-test while answering the hypothesis simultaneously using the F-test. The following are the results.

Table 2. Results of Multiple Linear Regression

Model	B	Std. Error	Beta	t	Sig.
Intrinsic Motivation	362	076	526	4.802	000
Extrinsic Motivation	380	107	393	3.589	001

Based on the table 2, the regression equation is as follows. Y = 6.427 + 0.362 X1 + 0.380 X2. From this equation, it can be concluded that the coefficient value of individual readiness to change is 6,427 assuming the value of intrinsic and extrinsic motivation = 0. Then the value of the intrinsic motivation coefficient + 0.362 means that every unit increase in intrinsic motivation will increase individual readiness to change by 0.362. at the same time, the value of the coefficient for extrinsic motivation is + 0.380, which means that every one-unit increase in extrinsic motivation will increase individual readiness to change by 0.380. The test is used to answer the hypotheses, namely hypotheses 1 and 2 partially. For hypothesis 1, it can be seen that the value of t count is 4,802 > 2,008 (t table) with a significance of 0,000 <0.05, meaning that partially intrinsic motivation has a significant effect on individual readiness to change. In hypothesis 2, the t value is 3.589 > 2.008 with a significance of 0.001 <0.05, meaning that extrinsic motivation significantly affects individual readiness to change.

F test results

The test is used to determine the effect of the independent variable on the dependent simultaneously (simultaneously) by comparing the significance value with the error tolerance α = 0.05. the following is the result:

Table 3. Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	300.700	2	150.850	70.674	.000[b]
Residual	107.011	50	2.122		
Total	407.711	2			

Based on the table 3, it can be seen that the significance value of the F test is 0.000 <0.05. This means that simultaneously (simultaneously), the two independent variables, namely intrinsic motivation and extrinsic motivation, have a significant effect on individual readiness to change. The results of the Determination Coefficient Test are used to determine how significant the independent variables' contribution is to the dependent variable. It is known that the value of the Adjusted R square is 0.728, meaning that the contribution of the independent variables, namely intrinsic and extrinsic motivation, in influencing the individual readiness variable to change is 72.8%. At the same time, the remaining 27.2% are other factors not examined in this study.

Based on the results of statistical analysis, it is found that intrinsic motivation has a significant effect on individual readiness to change. Intrinsic motivation is encouragement from within, where the individual carries out the process of reviewing to give confidence that he must follow the changes and be ready for all the consequences. Teachers at this time often have to accept changes in the learning curriculum starting from KTSP, Curriculum 13, to the independent learning curriculum, so they must continue to be ready to adapt. The teacher's ability to adapt also indicates that his performance has increased indirectly. Therefore school principals need to be able to provide a stimulus for teachers to find comfort in every change so that their performance does not decrease (Supriati et al., 2022). Furthermore, related extrinsic motivation, based on the analysis, also significantly affects individual readiness to change. This extrinsic motivation comes from external, namely the organization itself. Within the organization, many elements can make individuals believe that all policies are given for the common good. (Rohmad, 2020) argues that one of the external stimuli is leadership factors that can create a conducive work environment, carry out good supervision, and also have flexible

regulations. Even though policies come from the government, when they enter the realm of agencies, school principals must be able to inform more flexibly without reducing the substance of the policy. This aims so that the teacher does not feel pressured and does feel the need for these changes. This is in line with research (Defrizal et al., 2022), which found that leadership and work climate factors significantly influenced the enthusiasm of SMP 4 Pematang Siantar teachers.

Making this curriculum requires teachers and students to understand the independent curriculum. Planning is the essence of educational institutions and is a concrete way to respond to the new curriculum, which must be adapted to the situation of educational institutions. According to (Hardiansyah & Wahdian, 2023), these activities aim to create effective and efficient learning plans. The independent curriculum directs and frees schools to choose criteria by the separate curriculum structure. Based on the results of the author's interviews with informants related to the readiness of the lesson plans, it is clear that the class I and IV teachers in elementary schools have good lesson plan readiness by the independent curriculum structure. The teacher has made a plan by predetermined standards. Teachers must adapt the learning process to the new curriculum. According to (Hardiansyah et al., 2023), the process standard includes planning, implementation, guidance, and learning monitoring. There are opening, core, and closing activities during the learning process. The purpose of the independent learning curriculum is to give freedom to students to choose the learning they want. For the learning process to be more effective, the teacher must be able to adapt learning activities to the current conditions of the child (Hardiansyah, 2022b).

Meanwhile, the contribution or ability of the independent variable to the dependent variable is 72.8% which is a relatively large value. In this study, motivation means acting as a state of the art of research, meaning that all individual changes in the process of change speed are primarily determined by how much the individual feels motivated both from within and outside. Given the importance of this motivational role, the school should hold regular and periodic sharing sessions, for example, once a week or two, to take inventory of the constraints and obstacles experienced by teachers in adjusting to change. If necessary, the teacher is given a questionnaire containing a scale of constraints in adjusting to changes, strengths, and weaknesses in adjustments. Furthermore, this will be input for the head of the school to provide training on the priorities so that the remaining 27.2%, which was not studied in this study, is a recommendation for future researchers to raise what factors can accelerate adjustment to change by adding a mediating variable that can accelerate this adjustment.

CONCLUSION

Based on the results of research and discussion of teacher readiness in implementing independent learning policies, researchers can conclude as follows: (a) There is a significant influence between intrinsic motivation and extrinsic motivation on individual readiness to change, in this case, teachers, (b) Principals' policies on the 2021 school exam, when viewed from the side of the school exam form, the school principal appealed to each subject teacher to develop a school exam assessment form. If in terms of implementation time, it is flexible, adjusted to the form of assessment of each subject that can be taken in semester 5 and or semester 6. (c) Planning for the 2021 Minimum Competency Assessment, when viewed from the policy side of school principals there are three, namely: (1) the teacher gives a literacy summary task to students, which can be in the form of visual or audio-visual media. (2) The teacher can make questions in the learning module, including questions of understanding, comparison, reasoning, analysis, and evaluation. (3) Counseling Guidance Teachers open counseling online every Saturday.

The first limitation of this research is that it was only conducted in one school, so it could be more optimal if it is generalized. Second, the predictor variables used in this study are still in the same family, namely motivation, even though many predictor variables can be used to determine individual readiness to change. Third, the influence model being tested is direct without intermediaries, while individual readiness will be faster if there are intermediary variables. Therefore, for further research, it is expected to increase the number of

samples with comparative settings in the 2 schools. Or you can also use intervening variables in constructing conceptual research.

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