

Teachers' Readiness in the Implementation of the Independent Curriculum in State Vocational Schools in Payakumbuh City

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ABSTRACT

This research is motivated by the problems found in the readiness of teachers in the implementation of the independent curriculum at State Vocational Schools in Payakumbuh City. This study aims to find out about teachers' readiness in planning, implementing, and evaluating learning based on the Independent curriculum which is reviewed from the aspects of knowledge, understanding, and teacher skills. The type of research used was quantitative descriptive with a research population of 241 teachers and a sample of 152, sample withdrawal was carried out using the Cochran formula taken using *the Stratified Proportional Random Sampling Technique*. The results of the study stated that the readiness of teachers in the implementation of the independent curriculum in State Vocational Schools throughout Payakumbuh City was reviewed from 1). Learning planning is in the category of quite good with an average score of 3.89 with a percentage of 78%, 2). The implementation of learning is in the category of quite good with an average score of 3.7 with a percentage of 74%, 3). The learning evaluation was in the fairly good category with an average score of 3.6 with a percentage of 72%. Overall, the readiness of teachers in the implementation of the independent curriculum at State Vocational Schools in Payakumbuh City has an average score of 3.65 with a percentage of 73% in the fairly good category.

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1. INTRODUCTION

Education is one of the important factors in the development of a country. To improve the quality of education, one of the important components is the curriculum. The curriculum is a guideline in the implementation of learning and will continue to experience dynamic and adaptive developments to face the development of the times. Dynamic means continuing to develop in a better direction and answering the challenges of the times, adaptive means being able to answer the needs that are felt and needed by the community (Santika et al., 2022). One of the procedures for improving the quality of education is by changing the 2013 curriculum to the Independent Curriculum (Al Afifah et al., 2023). The Independent Curriculum was implemented because of the learning crisis caused by the covid'19 virus (Zakso, 2023). The Ministry of Education and Culture (Kemendikbud) under the leadership of Mr. Nadiem Makarim, has introduced an educational program known as "Merdeka Belajar" (Simon, 2023). Freedom of learning focuses on freedom and creative thinking. Merdeka Belajar is a program to explore the potential of educators and students in innovating to improve the quality of learning in the classroom (Ulinuh et al., 2023).

Curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Trieiyanto, 2015). The independent curriculum is a flexible curriculum based on character and competence as well as creativity-based set by the government starting in 2022/2023 at the primary and secondary education levels (Mulyasa, 2023). According to Al Afifah et al., (2023) The Independent Curriculum is a teaching method that allows students to learn in a carefree, fun, stress-free, and pressure-free environment while demonstrating their skills. According to Supardi (2013; 141) Curriculum is a concept and guideline that is used in learning and teaching activities. So it can be concluded that the Independent curriculum is a curriculum that focuses on the interests of students' talents so that students can innovate and be creative and can form the character of students based on Pancasila, and be free from pressure.

The Independent Curriculum will be implemented well if it is supported by the readiness of teachers. Deep Suherman, (2023) Hamalik (2006) stated that curriculum implementation is the implementation or implementation of curriculum programs that have been developed in the previous stage, then tested with implementation and management, while constantly making adjustments to the field situation and the characteristics of students, both intellectual, emotional and physical development. Curriculum implementation is the process of implementing a curriculum plan in the form of learning that involves student interaction with teachers in the context of the school environment both in the classroom and outside the classroom (Suherman, 2023).

Readiness according to Sanusi (2005:22) in (Fatchurrohman, 2011), is the availability of a person to do something. Meanwhile, according to Wati et al., (2016) Readiness is the level of willingness or level of preparation of the entire mental, physical, knowledge, skills and attitude of a person or individual to respond and practice an activity and be able to respond or answer in a certain way to a situation and condition faced. According to Slameto Dalam Suyanto et al., (2019) Readiness is the overall condition of a person that makes him ready to respond/answer in a certain way to a situation. Gistituati, (2013) There are four indicators that must be present in readiness, namely knowledge, understanding, skills, and guidance.

Teachers are a support in the development of education. Teachers are one of the important components in teaching and learning processing. Teachers play a role in shaping professional human resources in the field of development (Hamid, 2017). Teachers are likened to guides in the learning process for students (Suprihatin, 2019). Teachers are the main factor in the success of education, so every educational innovation, especially in curriculum changes and human resource improvements, always comes down to the teacher factor (Darmadi, 2015).

According to Fullan (2007) Teacher Insertion is a combination of knowledge and skills that allow teachers to have a significant influence in all aspects of their teaching tasks. According to Maladerita et al., (2021) Teachers' readiness can be seen from the way teachers plan lessons, the learning process and assessment or evaluation of learning. The author can conclude that the teacher has the knowledge, understanding, and skills in carrying out his or her duties, which can be seen from the way the teacher plans the lesson, the learning process, and the assessment of learning.

The problem of this study is that there are teachers who are confused and do not understand well what the Independent curriculum is, there are teachers who have difficulties in applying basic technology skills for learning needs such as Ms.Word, Ms.Excel, Ms. Power Point to make interesting and fun presentations, there are teachers who are not able to make learning modules, this is seen from the still use of old teaching materials, namely the 2013 curriculum teaching materials. To overcome these problems, things that can be done include conducting training on the independent curriculum. The purpose of this study is to determine the readiness of teachers in the implementation of the Independent curriculum in State Vocational Schools throughout Payakumbuh City in terms of knowledge, understanding, and learning skills.

2. METHOD, DATA, ANALYSIS

This study uses a quantitative method. Quantitative research involves collecting, processing, analyzing, and presenting data objectively and systematically. Quantitative research methods are used

to obtain results that explain phenomena or problems by collecting numerical data that are analyzed through statistical methods. This is in accordance with the purpose of this research, which is to find out how ready teachers are in implementing the independent curriculum at State Vocational Schools in the city of Payakumbuh.

The research population is 241 teachers and a sample of 152 teachers with a working period, sample drawing is carried out using the Cochran formula taken using the Stratified Proportional Random Sampling Technique, random sampling by paying attention to strata based on the length of service and the level of the teacher class. To measure teachers' readiness in the implementation of the Independent curriculum, the author used a Likert scale model questionnaire with a Likert scale, Not Ready (TS) score 1, Less Ready (KS) score 2, Quite Ready (CS) score 3, Ready (S) score 4, Very Ready (SS) score 5 Data was processed using the mean (average) formula.

3. RESULT AND DISCUSSION

Result

The results of the study stated that the readiness of teachers in the implementation of the independent curriculum in State Vocational Schools throughout Payakumbuh City was reviewed from 1). Learning planning is in the category of quite good with an average score of 3.89 with a percentage of 78%, 2). The implementation of learning learning is in the category of quite good with an average score of 3.7 with a percentage of 74%, 3). The learning evaluation was in the fairly good category with an average score of 3.6 with a percentage of 72%. Overall, the readiness of teachers in the implementation of the independent curriculum at State Vocational Schools in Payakumbuh City has an average score of 3.65 with a percentage of 73% in the fairly good category.

Table 1. Data Processing Recapitulation

No	Indicators	Average	TCR %	Category
1	Learning Planning	3, 89	78	Pretty Good
2	Implementing Learning	3,7	74	Pretty Good
3	Learning Evaluation	3,6	72	Pretty Good
	Average	3,65	73	Pretty Good

Discussion

Overall, the teacher's readiness regarding learning planning, implementing learning, and evaluating learning is quite good. This is shown through the acquisition of an average score of 3.65 with a percentage of 73% in the fairly good category. This indicates that teachers have planned, implemented, and evaluated learning in the independent curriculum quite well.

The readiness of teachers in learning planning has given a good picture with an average score of 3.89 with a percentage of 78%. This indicates that teachers have planned learning in the independent curriculum quite well. However, there is an item that is still low in learning planning, namely in learning planning skills with the item "Integrating cross-subject learning into learning modules according to the Independent Curriculum" with an average score of 3.58 with a percentage of 71.71% with a fairly good category. This means that a small number of teachers have not been able to integrate cross-subject learning into learning modules according to the Independent curriculum. Integrating cross-subject learning into learning modules according to the Independent Curriculum means combining or connecting various subjects in one learning module designed to follow the principles and guidelines of the Independent Curriculum. The Independent Curriculum, which is implemented in Indonesia, aims to provide flexibility and freedom in the learning process by emphasizing the development of student competencies holistically.

Learning planning is decision-making on various choices that will be implemented to achieve predetermined goals, where planning contains a series of decisions and explanations of objectives, policy determination, program determination, determination of certain methods and procedures and determination of activities to be carried out (Suryapermana, 2017:183). Learning planning is the process of preparing teaching materials, using media, using teaching approaches and methods, and assessing in an allocation of time to achieve certain competencies that have been formulated (Novalita, 2014:59). Meanwhile, according to the opinion of Sabirin (2012:117), learning planning is a systematic process carried out by teachers in guiding, helping and directing students to have learning experiences and achieve learning goals that have been set by the steps of preparing learning materials.

Overall, the readiness of teachers regarding learning planning in the implementation of the Independent Curriculum at State Vocational Schools in the city of Payakumbuh can be said to be quite good, with an average score of 3.89 and a percentage of 78%. However, there are certain areas, especially in the skills of integrating cross-subject learning, that still need to be improved. With additional training, the development of relevant learning modules, and increased resources, it is hoped that teachers can be more effective in implementing the principles of the Independent Curriculum as a whole and providing a more integrated and meaningful learning experience for students.

The readiness of teachers in carrying out learning has given a good picture with an average score of 3.7 with a percentage of 74%. This indicates that teachers have planned learning in the independent curriculum quite well. However, there are items that are still low in implementing learning, namely in skills in carrying out learning with the item "Applying learning methods in accordance with the independent curriculum" with an average score of 3.47 with a percentage of 69.47% with the category "Not Good". This means that teachers have not been able to apply learning methods in accordance with the Independent Curriculum. Applying learning methods in accordance with the Independent Curriculum means using teaching approaches and techniques that are in line with the principles and guidelines set by the Independent Curriculum. The Independent Curriculum, which is enforced in Indonesia, emphasizes more flexible and student-centered learning.

According to Bahri and Aswan Zain, the implementation of learning is an activity with educational value, educational value colors the interaction that occurs between teachers and students. Interaction that has educational value because the implementation of learning is directed to achieve certain goals that have been formulated before the implementation of learning begins. Berlian et al. (2022) stated in their research that the implementation of learning in the implementation of the independent curriculum is carried out according to project-based teaching modules, both short-term projects and long-term projects. This means that teachers must create projects in the learning process that can develop students' creativity. Students' creativity can be developed through various existing learning models and methods.

Muna & Fathurrahman (2019) stated that the implementation of learning in the independent curriculum is carried out by centering on the student's pod and prioritizing the principle of active learning that can be seen from students who are directly involved during the learning process. In this case, teachers can use *project-based learning* as a learning model that is in accordance with the independent curriculum. This is in line with research conducted by Dewi et al. (2022) that the *project-based learning* model helps students in developing creativity in learning.

Furthermore, Suwiwa (2021) stated that the project-based learning model can improve students' knowledge, skills, and creativity in the learning process. So, it can be concluded that *project-based learning* can be used as a learning method for teachers to increase creativity. Students. The results of the above research support this research where teachers must develop students' creativity with various available learning methods. The ability of teachers to determine teaching methods according to the characteristics of students is something that can support the development of students' creativity.

Overall, the readiness of teachers regarding the implementation of learning in the implementation of the Independent Curriculum at State Vocational Schools in the city of Payakumbuh can be said to be quite good. However, the implementation of learning methods in accordance with the Independent Curriculum still shows shortcomings with an average score of 3.47 and a percentage of 69.47%, which is categorized as "Not Good". The weaknesses in the implementation of this method require special attention, including additional training, increased resources, and better support for teachers. With these steps, it is hoped that teachers can be more effective in implementing the principles of the Independent Curriculum and improving the quality of learning in the classroom.

Teachers' readiness in evaluating student learning outcomes has given a pretty good picture with an average score of 3.6 with a percentage of 72%. This indicates that teachers have carried out learning evaluations on the independent curriculum quite well. However, there are items that are still low in learning evaluation, namely skills in learning evaluation with the item "Determining the reliability of assessment instruments in accordance with the Independent Curriculum" with an average score of 3.23 with a percentage of 64.73% with the category "Not Good". This means that teachers have not been able to determine the reliability of assessment instruments in accordance with the Independent curriculum. Determining the reliability of assessment instruments in accordance with the Independent Curriculum means ensuring that the tools or instruments used to assess student learning achievement can provide consistent and reliable results in the context of the Independent Curriculum. This reliability is important to ensure that the assessments carried out truly reflect the competencies of students accurately.

A good evaluation should have high confidence (reliability) of the results it has achieved without being greatly influenced by the element of time and the person who does it. The results of the evaluation

must have consistency or consistency, meaning that whenever it is assessed, the results produced will not be much different (Asrul et al., 2022). Overall, the readiness of teachers in evaluating learning outcomes in the Independent Curriculum shows quite good results. However, there are areas that require special attention, namely skills in determining the reliability of assessment instruments with an average score of 3.23 and a percentage of 64.73%, which are categorized as "Poor." To improve the quality of assessment, further training, resource support, and the application of systematic practices in determining the reliability of assessment instruments are needed. With these steps, it is hoped that teachers can be more effective in carrying out learning evaluations in accordance with the principles of the Independent Curriculum.

4. CONCLUSION

Based on the results of the research and discussion that has been concluded, the Readiness of Teachers in the Implementation of the Independent Curriculum at State Vocational Schools in Payakumbuh City with an average score of 3.65 with a percentage of 73% is in the fairly good category. This shows that the readiness of teachers in the implementation of the independent curriculum in State Vocational Schools in Payakumbuh City is quite good.

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