Teacher's Readiness In Implementing Merdeka Curriculum At Bina Qurani City School, Bogor City

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Article Info	ABSTRACT
Keywords: Teacher readiness, implementation, Merdeka learning curriculum	The Merdeka Curriculum introduced allows for more flexible teaching methods and is tailored to the needs of students. The implementation of Merdeka Curriculum at Bina Qurani Junior High School shows that this school started implementing this curriculum for grades seven and eight in the 2022/2023 school year. Teachers are given training to ensure readiness in implementing the curriculum. However, in the implementation in grade eight, there was no prior training for teachers, so they had to take the initiative to share their experiences. Teachers' readiness to implement Merdeka Curriculum is important, both in terms of the availability of teaching materials and teaching readiness according to the implemented curriculum. Data collection in this study uses several techniques to obtain information. And the data collection techniques used in this research are interviews, observation, and documentation. As well as using triangulation techniques between interviews and observations to assess teacher readiness in implementing the Merdeka Curriculum at Bina Qurani City Junior High School. The results of interviews and observations show that in the aspect of lesson planning, all teachers have fulfilled the readiness and availability requirements, including the formulation of learning objectives (TP), setting the flow of learning objectives (ATP), and preparing teaching modules. This is in accordance with the learning and assessment guidelines for early childhood education, primary and secondary education. In the implementation of learning, teachers follow several stages, including introduction, core and closing activities that include apperception, motivation, communication of learning objectives, mastery of materials, provision of reading materials, facilitation, concrete examples, as well as learning evaluation and time management.In the aspect of learning assessment, all teachers observed also fulfilled the readiness and availability requirements, covering initial, formative and summative assessments. Initial assessment explores student readiness at the beginning of learning, formative assessment is conducted at the end of each chapter, and summative assessment is conducted at the end of the semester online. The results of technique triangulation showed reliable data. The researcher also triangulated sources by comparing interview responses from the principal, homeroom teacher, English teacher, Physical Education teacher, and Islamic Religious Education teacher. The results show consistency in the formulation of learning objectives and learning assessment, so the data can be declared valid.
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INTRODUCTION

In recent years, there has been no significant improvement in the quality of education in Indonesia. This fact reflects the low quality of education in the country and indicates a crisis in the current education system. The main challenges faced in the development of education in Indonesia are exacerbated by the global COVID-19 pandemic, which has affected various aspects of life, including education in Indonesia. This pandemic has had an impact on various aspects of life, including education in Indonesia. Substantial changes in the Indonesian education sector caused by COVID-19 are evident in the shift from face-to-face learning to distance learning (DL). Furthermore, the teaching and learning process has also experienced a decline, both in terms of the number of learning days per week and the number of learning hours per day.

(Indrawati, Pihadi, and Siantoro, 2020) in nine provinces in Indonesia showed that at the start of PJJ, only 68% of children had access to learning from home. This condition is exacerbated by the fact that students who carry out PJJ do not get the same quality of learning as before the pandemic. Many students receive only limited instruction, feedback, and interaction from their teachers. As expressed by Indrawati and colleagues previously, it is known that in nine provinces in Indonesia, at the onset of the implementation of Distance Learning (PJJ), only 68% of children were able to access learning from home. Students participating in PJJ encountered difficulties in obtaining adequate learning quality, with many of them receiving only instructions, feedback, and limited interaction from their teachers. Several obstacles emerged in the distance learning process, including limited internet quota, unstable internet signals, monotonous learning, and a lack of understanding of the material (Amanatullah M. S. Nugroho and N. Umam, 2021).

Based on the Decree of the Minister of Education and Culture Number 719/P/2020, educational institutions are granted flexibility to implement the 2013 curriculum in full, utilize an emergency curriculum, which is a simplification of the 2013 curriculum developed by the government, or independently simplify the 2013 curriculum. The Ministry of Education and Culture (Kemendikbud) has issued the emergency curriculum to educational institutions under specific conditions as an anticipation effort against the impact of the pandemic on learning setbacks (learning loss) and learning gaps. This emergency curriculum represents a simplification of the national curriculum. The goal of implementing the Emergency Curriculum is to facilitate schools in managing learning so that the material can be learned more easily (Arifa, 2022:26). Arifa's opinion implies that the Emergency Curriculum is applied to provide convenience for schools in managing learning, making the learning process more accessible. Throughout an academic year, the use of the Emergency Curriculum has shown better results compared to the use of the 2013 curriculum. The utilization of the Emergency Curriculum is considered to have an impact on learning recovery efforts to address learning setbacks (learning loss) and learning gaps during the COVID-19 pandemic.

The Merdeka Curriculum encompasses diverse teaching methods where students have more time to delve into concepts and enhance competencies. Moreover, the teaching approach can be tailored to the individual needs of each student. Currently, the Merdeka Curriculum remains an option and is not yet mandatory for all schools. The government only

outlines the curriculum framework, while the implementation and application are entirely entrusted to schools because each school has the authority and responsibility to use and apply a curriculum that suits their needs. At present, schools permitted to adopt the Merdeka Curriculum are those with the motivation or interest to enhance learning. Schools deciding to implement the Merdeka Curriculum are expected to fully comprehend and adapt the curriculum to their specific needs, ensuring the success of the Merdeka Curriculum across all schools. In the implementation of teaching, schools can use a thematic or subject-based approach, and for the learning workload in middle schools, it is divided into two activities: intracurricular learning and the Pancasila Student Profile Strengthening Project. Each school has varying levels of readiness, especially concerning teacher preparedness to implement the Merdeka Curriculum in the classroom learning process.

Based on the results of unstructured observations and interviews at SMP Bina Qurani, information was obtained that the school has adopted the Merdeka Curriculum. In the academic year 2022/2023, Bina Qurani City School is implementing the Merdeka Curriculum for the seventh and eighth grades. When the Merdeka Curriculum was first introduced in the seventh and eighth grades, teachers underwent training on how to implement the curriculum in the classroom. The purpose of this training was to ensure that teachers, when starting the teaching process, are prepared and aware of the steps to be taken in implementing the Merdeka Curriculum.

However, during the implementation of the Merdeka Curriculum in the eighth grade, it is the first year for Bina Qurani City School without prior training for the class teachers. Therefore, class teachers took their own initiative by sharing experiences regarding the implementation of the Merdeka Curriculum, especially with teachers who had previously undergone training. Although this initiative is considered a positive step, it is still perceived as insufficient and has an impact on the readiness of teachers. Therefore, it is important to pay attention to the readiness of teachers in implementing the Merdeka Curriculum in the classroom, both in terms of the availability of teaching materials and the preparedness to teach in accordance with the applied curriculum.

METHODS

The research subjects are individuals who serve as sources of information needed for the study titled "Teacher Readiness in Implementing the Merdeka Curriculum at Bina Qurani City School in Bogor." These subjects include the School Principal and teachers of grade VII and VIII at Bina Qurani City School in Bogor. These subjects have been selected because they can provide valuable information for the research being conducted.

Data

Data is any information related to the research, and data sources are the subjects from whom data is obtained. Two sources are used in this research:

a. Primary data is all the information collected by the researcher directly from primary sources. The primary data sources for this research are the principal and teachers of grades VII and VIII at Bina Qurani City School in Bogor.

b. Secondary data is data collected to support primary data and is obtained from

intermediaries. Secondary data in the form of documents.

Data Sources

Regarding the research, data is obtained from two sources: from informants and documents. Here is an explanation of each source of data.

a. Informant

The informants used in this study are adapted to the researcher's data collection needs. Here are the informants in this study.

1. Key Informant

School Principal, The principal of the school is an informant in this study to obtain data related to the implementation process of the Merdeka Curriculum at Bina Qurani City, Bogor, where the school plays a role in this process. This is essential for gathering data relevant to the research.

2. Secondary Informant

Teachers of Grade VII and VIII, Grade VII and VIII teachers are the subjects of the research to obtain data on the readiness of teachers in implementing the Merdeka Curriculum.

b. Document

Documents are written records of something that is considered important and has occurred. According to Sugiyono (2017), documents are described as records, which can be in the form of writings, drawings, or monumental works that originate from events that have occurred. Documents used as data sources in this research include instructional materials such as Teaching Modules and Pancasila Student Strengthening Project Modules.

Research Instrument

The researcher, who serves as the designer, executor, and controller of the research process, plays the most crucial and dominant role in carrying out the research. Consequently, the researcher is directly involved as the instrument and simultaneously collects data related to the research on the readiness of teachers in implementing the Merdeka Curriculum (kurikulum merdeka) at Bina Qurani City School in Bogor. The research questions formulated are as follows: 1) The readiness of teachers in implementing the Merdeka Curriculum at Bina Qurani City School, Bogor in terms of lesson planning, 2) How teachers implement the Merdeka Curriculum at Bina Qurani City School, Bogor in terms of teaching implementation, 3) How teachers implement the Merdeka Curriculum at Bina Qurani City School, Bogor in terms of learning assessment.

Data Collection Technique

The data collection in this research employs several techniques to obtain information. The data collection techniques used in this research are interviews, observations, and documentation.

1. Interview

Interview is a communication between two individuals to obtain information through question and answer with specific objectives. According to Creswell (2018), an interview is a technique used to gather information through face-to-face interviews

conducted directly between the researcher and the informant. The research employs a structured interview technique, which is an interview designed with research instruments in the form of questions used as guidance during the interview to help the researcher focus on the research topics.

2. Observation

Observation, according to Creswell (2018), is a tool used by researchers to observe phenomena in a setting using the five senses, instruments, and recorders. Observations are systematically conducted by the researcher based on intention towards the phenomena being studied, directly at the time the phenomena occur. The researcher establishes a connection between observing the phenomena and describing the readiness of teachers in implementing the Merdeka Curriculum at Bina Qurani City School in Bogor.

3. Documentation

The data collection technique through documentation can complement the information obtained through interviews and observations. According to Sugiyono (2017), documents are records of events that have occurred in the form of writing, images, or monumental works by someone. This research employs the documentation technique to obtain comprehensive data in the form of documents related to the readiness of teachers in implementing the Merdeka Curriculum at Bina Qurani City School in Bogor.

Examination of Data Validity

The analysis in this research utilizes an interactive model, namely the Miles and Huberman Model. The data analysis process begins with data reduction, data presentation, and concludes with drawing conclusions and verification.

1. Data Reduction

Data reduction refers to the process of summarizing, selecting key aspects, and focusing on important elements that align with the research objectives, ultimately providing a clear overview and facilitating the subsequent data collection (Sugiyono 347-252). In this data reduction stage, researchers will gather as much research data as possible through in-depth interviews, observations, and the examination of various documents related to the research subject. The discovered data will be stored or recorded in a format of essential notes, and these notes will be dissected, separated, and classified according to their relevance to the research problem focus.

2. Data Display

After completing the data reduction phase, the next step is the data display stage. The data obtained from interviews, observations, and documentation will be presented in the form of tables and narrative texts. By carrying out this data presentation, the information acquired will be organized and structured, making it easier to understand.

3. Drawing Conclusion and Verification

After completing the stages of data reduction and data presentation, the final step is to draw conclusions and perform verification. Conclusions in qualitative research may provide answers to the problem formulation presented at the beginning of the study, but this is not always the case. This is because in qualitative research, the problems and

problem formulations are still temporary, and their clarity will only be revealed after field research is conducted. Conclusions in qualitative research represent new findings that have not been discovered before. These findings can take the form of a description or portrayal of an object that was previously unclear, and it becomes clearer after the object is studied.

In this study, the researcher employs data validity techniques involving credibility testing through the use of both technique triangulation and source triangulation.as follows:

a. Triangulation Technique

Triangulation technique involves collecting data using different methods to obtain information from the same source. In this study, the researcher gathered data simultaneously through in-depth interviews, observations, and documentation for the same data source. If, during the data collection, these three techniques produce different information, the researcher can engage in discussions with the data source to ensure the accuracy of the data or to understand any differences in perspectives that may arise.

b. Triangulation Source

Triangulation source involves collecting data from various sources using similar techniques. The gathered information from these sources cannot be averaged; instead, it needs to be described and categorized to identify consistent viewpoints, differing perspectives, and specific details from each data source. After analyzing the data, the conclusions drawn are then discussed to reach an agreement with several data sources.
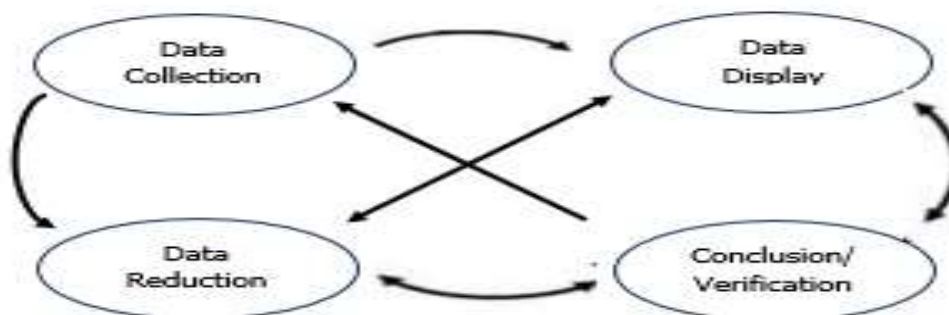
Picture 2. Miles & Huberman Analysis

RESULTS AND DISCUSSION

Brief History Of The Foundation

The Bina Qurani Education Foundation was born from a grand idea to produce a future generation that is faithful, pious, proficient in the language of the world and technology, and possesses a cultured personality, enabling them to be exemplary wherever they are. This significant idea originated from casual discussions in cafe spaces to academic settings conducted by three caretakers of Bina Qurani, namely Dr. Abdul Wahid Lc, M.E.I., Dr. Ghifar, Lc. M.E.I., and Dr. Ade Wahidin, M.Pd. At the beginning of its operations, the founders established a foundation called the "Cahaya Purnama Qurani Foundation (YCPQ)," and in the

early documents of the school's establishment, this foundation was used as the legal entity overseeing the school. For example, the school's building permit (IMB) and its application were processed through this foundation. In its development, a merger occurred between YCPQ and a new institution formed as the legal body for school administration, namely the Bina Qurani Education Foundation (YPBQ). The name "Bina Qurani Education Foundation" was coined by the Foundation's Patron, Mr. Darussalam, with the hope that YPBQ would be more focused and committed to the world of education, ultimately uplifting the nation's dignity in the future.

Vision and Mission Of The Foundation

a. Vision

The realization of being a leading Islamic institution in the fields of education and religious affairs is aimed at building individuals who are faithful, pious, cultured, and knowledgeable.

b. Mission

1. Establishing an educational institution from elementary to secondary levels.
2. Producing a generation of the nation that is outstanding, cultured, and possesses a Qur'anic spirit.
3. Enhancing the quality of education and providing high-quality teaching.

Identity of the Foundation

Logo Meaning:

The letter b is an abbreviation for "Bina," which signifies shaping, building, and perfecting. The letter Q is an abbreviation for "Qurani," which means having a Qur'anic personality or being Qur'anic in nature. The color blue symbolizes the community's trust in the Bina Qurani education program. The color orange signifies warmth in service, serving with heart. The gradient green color signifies that life is full of blessings and prosperity in both this world and the hereafter.

Foundation Name	: Bina Qurani Education
Date of Establishment	: June 21, 2021
Legality	: Number 17, Year 2021
	Number AHU-0015067.AH.01.04., 2021
Founder	: Darussalam
Address	: Jalan Gading Nirwana, PF.20.B/3, RT/RW 004/023, Pegangsaaan Dua Village, Kelapa Gading Subdistrict, North Jakarta City.
Nationality	: Indonesian (WNI)
Foundation	: Chairman: Dr. Abdul Wahid, LC, M.E.I.
Address	: Kampung Cimanglid, RT/RW 002/001,

	Sukamantri Village, Tamansari Subdistrict, Bogor Regency.
Nationality	: Indonesian (WNI)
Foundation Location	: Kampung Jawa, Situ Gede, West Bogor, Bogor, West Java.
Phone & Fax	: 081350000434
Email & Website	: www.binaqurani.sch.id

Data On Students

Number of Students According To The Gender

Class	Number of Class	Number of Male Students	Number of Female Students	Total
7	2	32	-	32
8	2	57	-	57
9	-			
Total				89

Number of Students According To Age

Class	Number of Class	Age			
		<11 y.o	11-15 y.o	>15 y.o	Total
7	2	-	32	-	32
8	2	-	57	-	57
9	-	-	-	-	-
Total					89

Respondent Characteristics

The characteristics of respondents used in this study are classified based on gender, age, employment status, and education of the respondents. The conditions of each classification of respondents will be discussed below.

Respondent Characteristics Based On Gender

This section will provide a general overview of the respondents' conditions based on gender. For further clarification, please refer to the following.

Table Respondent Characteristics Based On Gender

No	Gender	Number of Respondents	Percentage (%)
1	Male	12	100%
2	Female	0	0%
	Total	12	100%

Primary Data Processed By The Researcher

Based on Table 5.1 above, it can be observed that the number of male respondents is 100%, as there are no female respondents at all.

Respondent Characteristic Based On Age

Based on table 5.2, the age of the respondents can be determined from the results of grouping the respondents based on the following age categories.

Table. Respondent Based On Age

No	Age	Number of Respondents	Percentage (%)
1	<20	-	-
2	21 - 30	4	33.33%
3	31 - 40	6	50%
4	41 - 50	2	16.67%
Total		12	100%

Primary Data Processed By The Researcher

Respondent Characteristic Based On Employment Status

Employment status often influences an individual's behavior in their decisions. Additionally, employment status generally reflects a form of behavior in providing an assessment. The composition of respondents based on employment status is presented in Table 5.4 below.

Table Respondent Characteristic Based On Employment Status

Employment Status	Teachers	Total
Permanent Foundation	4	20
Temporary Foundation	7	8
Total	11	28

Primary Data Processed By The Researcher

Respondent Characteristics Based On Education

The level of education can be used as a benchmark to measure an individual's intellectual level. The higher the education they possess, the higher their intellectual level tends to be. The composition of respondents based on the level of education is presented in Table 5.4 below.

Table. Respondent Characteristics Based On Education

No	Level Of Education	Number of Respondents	Percentage
1	Senior High School	-	0%
2	Diploma 3	-	0%
3	Bachelor's Degree	10	90,91%
4	Master's Degree	1	9,09%
	Total	11	100%

Primary data processed by the researcher

The educational background of the respondents ranges from senior high school to master's degree studies. The number of respondents with a Bachelor's Degree education is 12 people or 100%.

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Data On Teachers

Based on Educational Qualification

Educational Qualification	Teachers	Personnel
< High School	-	-
High School	-	11
D1-D3	-	-
Bachelor's Degree	10	5
Master's Degree	1	-
TOTAL	11	16

Data Based on Employment Status

Employment Status	Teachers	Personnel	Total
Full Time	4	16	20
Part Time	7	-	7
TOTAL	11	16	27

Data Based on Subjects Taught

	JUNIOR HIGH SCHOOL	TOTAL
	Islamic Education	1
	Citizenship Education	1
	Bahasa Indonesia	1
SUBJECTS TAUGHT	Math	1
	Science	1
	Social Studies	1
	English	1
	Art and Culture	1

PE	1
Counseling	1
IT	2
LOCAL CONTENT	
Sundanese	1
Arabic	1
SELF DEVELOPMENT	
Youth Red Cross	1
Taekwondo	1
Futsal	1
Scouting	1
Basket	1
Journalism	1

Data based on job description.

JOB	TECAHER	PERSONNEL
Principal	1	
Vice Principal	3	
Subject Teacher	5	
Counseling Teacher	1	
Islamic Education Teacher	1	
PE Teacher	1	
IT Teacher	2	
Art & Culture Teacher	1	
Extracurricular Teacher	6	
Head of Administration		1
Administration Staff		4
Helper		1
Cleaner		6
Security Officer		4
Lab Officer		1
Librarian		1
Technician		2
IT Operator		2
Others		-
TOTAL	17	22

Data Presentation

Here is a presentation of the data regarding the readiness of teachers in implementing Merdeka curriculum at Bina Qurani City, Bogor, based on the research procedures conducted by the researcher.

1. Description Phase

   The researcher has described the information obtained through interviews and direct observations of the teachers to gather insights regarding their readiness in implementing the Merdeka curriculum at Bina Qurani City.

2. Reduction Phase

The researcher reduced the research data, which was then established as the research focus. The focus of this research is to analyze the readiness of teachers in implementing the Merdeka curriculum at Bina Qurani City, particularly in terms of lesson planning, teaching implementation, and learning assessment.

3. Selection Phase

The researcher elaborates the research focus in a more detailed and sequential manner based on the research results as follows:

a. Readiness In Lesson Planning

The researcher conducted interviews with the teachers regarding lesson planning in the implementation of Merdeka curriculum at Bina Qurani City.

b. Readiness in implementing teaching and learning processes

The readiness of teachers in implementing Merdeka curriculum in Bina Qurani City, as evaluated from the aspect of learning implementation, shows that all teachers who teach have met the readiness and availability found in the aspect of learning implementation

c. Researcher conducted interviews with the teachers, one by one, regarding learning planning in the implementation of Merdeka curriculum in Bina Qurani.

Discussion

Compared to the previous researches, which focused on four readiness indicators (cognitive, physical, psychological, and financial readiness), how teachers perceive Merdeka curriculum and its different barriers, and the different research location truly affect the research results. The readiness of teachers in implementing the Merdeka curriculum at Bina Qurani City, as observed from the aspects of lesson planning, learning implementation, and learning assessment, has been examined based on the results of interviews and observations. The findings from the interviews and observations will be articulated and accurately described by the researcher. The following is a discussion regarding the readiness of teachers in implementing the Merdeka curriculum at Bina Qurani City, as assessed from the perspectives of lesson planning, teaching implementation, and learning assessment.

Readiness In Lesson Planning

In the guidelines for early childhood education, basic education, and secondary education, it is understood that the lesson planning in the Merdeka curriculum includes formulating learning objectives, arranging the flow of learning objectives (ATP), designing learning or composing teaching modules. The following is a discussion of the results of research on teacher readiness in implementing the Merdeka curriculum in Grade VIII of Bina Qurani City, which will be described individually for each subject of the study:

Subject Muhammad Andrik Muzaqi (School Principal)

Subject MAM is the principal at Bina Qurani City Bogor. According to MAM, curriculum changes are natural as they are part of the government's efforts to advance education in Indonesia. Bina Qurani City is very open to curriculum changes, and before a new curriculum is implemented, the school first holds a socialization event related to the curriculum change for all parents. Based on interviews with MAM, it was revealed that Bina Qurani City has already implemented the Merdeka curriculum. In the 2022/2023 academic year, Bina Qurani

City applied the Merdeka curriculum to Grades VII and VIII. At the beginning of the implementation, class teachers first attended training on the implementation of the Merdeka curriculum in the classroom so that they would be prepared and knowledgeable about what to do during the learning process.

Currently, the 2022/2023 academic year marks the first year for Bina Qurani City to implement the Merdeka curriculum in Grades VII and VIII, but there is a difference where teachers did not receive initial training. Instead, the class teachers took the initiative to share knowledge about the implementation of the Merdeka curriculum with teachers who had already attended the training. Subject MAM has also attended training on the implementation of the Merdeka curriculum.

Here is a statement from MAM:

"Yes, I have attended training on the implementation of the Merdeka curriculum along with the class teachers for 10 days. I gained a lot from the training, including how to develop KOSP (School Operational Curriculum), CP (Learning Outcomes), TP (Learning Objectives), ATP (Learning Objectives Flow), Teaching Modules, etc." (Interview with MAM, October 24, 2023).

After attending the training on the implementation of the Merdeka curriculum, MAM gained new knowledge, including how to develop KOSP, CP, TP, ATP, and Teaching Modules. Regarding the preparation of teachers for implementing the Merdeka curriculum, MAM stated that teachers made various preparations, including independently seeking knowledge about implementing the Merdeka curriculum in the classroom, sharing and exchanging knowledge with other teachers. In terms of lesson planning, which includes formulating learning objectives (TP), arranging the Learning Objectives Flow (ATP), and preparing Teaching Modules, teachers at Bina Qurani City formulated and prepared lesson plans by discussing with other class teachers and referring to the guidebook. Additionally, Bina Qurani City also brought in a driving school facilitator at their own expense to train teachers on how to formulate TP, arrange ATP, and prepare teaching modules, and now the teachers can prepare them independently.

The implementation of the Merdeka curriculum at Bina Qurani City is running well and smoothly. Additionally, there is monitoring from the education office every three months through the learning committee by attending workshops and gaining a deeper understanding of the material. The education office also holds evaluation meetings on the implementation of the Merdeka curriculum. According to MAM, the challenges in implementing the Merdeka curriculum at Bina Qurani City include late-arriving textbooks and weak WiFi connections during exams. Areas that need evaluation in the implementation of the Merdeka curriculum at Bina Qurani City include the Learning Outcomes (CP) have changed from the first year to the second year. Unfortunately, the student handbooks have not yet been updated to reflect these changes. Additionally, time management is crucial due to the presence of differentiated learning.

Subject Ardiansyah

Subject A is a class teacher at Bina Qurani City. His readiness in implementing the Merdeka curriculum in the classroom, viewed from the aspect of lesson planning, shows that

Subject A has met the readiness/availability requirements in this aspect. The aspects of lesson planning include the formulation of Learning Objectives (TP), the development of Learning Objectives Flow (ATP), and the preparation of teaching modules. Here is a statement from Subject A:

"Previously, I had never attended training on the implementation of the Merdeka curriculum, but I still sought information on my own, such as sharing with teachers who had attended the training. Learning Objectives (TP) are derived from CP and are later formulated into goals to be achieved during the learning process. The steps in formulating TP include deriving learning objectives directly from CP, analyzing the competencies and scope of the material within CP, and finally, formulating them across CP elements. The Learning Objectives Flow (ATP) is a collection of learning objectives arranged from the beginning to the end of a phase. The steps in developing ATP start with analyzing CP, identifying the competencies students need to master, analyzing each element/sub-element of the Pancasila Student Profile, determining learning objectives, defining the scope of the material, and determining the number of lesson hours. Teaching modules are the learning tools used during the teaching process. In developing teaching modules, we need to know the components included in the module and then develop each component according to the needs and learning of the students. In preparing these three components, Alhamdulillah, I did not encounter any difficulties. I also prefer the Merdeka curriculum over the previous curriculum, and the students' achievements are better with the Merdeka curriculum." (Interview with A, October 24, 2023)

Based on the interview with Subject A, it is known that Subject A has never attended training on the implementation of the Merdeka curriculum organized by the education office, but he has attended training organized independently by the school with a facilitator from a driving school. In addition, Subject A also sought information independently, including exchanging information and knowledge with colleagues who had attended training on the implementation of the Merdeka curriculum. According to A, Learning Objectives (TP) are derived from CP and later formulated into goals to be achieved during the learning process. In formulating learning objectives, Subject SB starts directly from CP, analyzes the competencies and scope of the material within CP, and finally formulates them across CP elements. ATP is a collection of learning objectives arranged from the beginning to the end of a phase. In developing ATP, Subject A analyzes CP, identifies the competencies students need to master, analyzes each element/sub-element of the Pancasila Student Profile, determines learning objectives, defines the scope of the material, and determines the number of lesson hours. Teaching modules are the learning tools used during the teaching process. In developing teaching modules, Subject A prepares them by understanding the components included in the module and then developing them according to the needs and learning of the students. In preparing these three lesson planning components, Subject A did not encounter any difficulties.

Subject Mochammad Izzul Hadi

Subject MIH is an English teacher at Bina Qurani City. MIH's readiness in implementing

the Merdeka Curriculum in English lessons, viewed from the aspect of lesson planning, shows that MIH has met the readiness/availability requirements in this aspect. This includes the formulation of Learning Objectives (TP), the development of Learning Objectives Flow (ATP), and the preparation of teaching modules. Based on observations and interviews conducted by the researcher, it is known that MIH has never attended training on the implementation of the Merdeka Curriculum because there have been no further training sessions from the education office. However, MIH has attended training organized independently by the school with a facilitator from a driving school. Despite this, MIH continues to independently seek information and knowledge about the Merdeka Curriculum, especially its application in classroom teaching. Here is a statement from MIH:

"Coincidentally, I have never attended training on the implementation of the Merdeka Curriculum because there hasn't been any further training from the education office. I independently seek information and knowledge about this Merdeka Curriculum, especially how to apply it in teaching, what needs to be prepared, and how to prepare it." (Interview with MIH)

According to MIH, Learning Objectives (TP) are a series of goals we aim to teach students from the beginning to the end of the lesson. In formulating Learning Objectives (TP), MIH starts by understanding CP and then develops CP into objectives that must include the competencies or skills students should achieve and the scope of the material students learn. ATP is a comprehensive and logical sequence of learning objectives from the beginning to the end of a phase. The steps in developing the Learning Objectives Flow (ATP) include first analyzing CP, identifying the competencies students need to master, analyzing each element/sub-element of the Pancasila Student Profile, determining learning objectives, defining the scope of the material, and determining the number of lesson hours. Teaching modules are the learning tools used as a guide in conducting the teaching process. In developing teaching modules, MIH analyzes the needs and conditions of students, determines the dimensions of the Pancasila Student Profile, sets learning objectives, and prepares modules based on the available components. MIH has not encountered any difficulties in formulating and preparing these three lesson planning components.

Subject M. Ervan Ramdhony (PE Teacher)

Subject MER is a Physical Education teacher at Bina Qurani City. The readiness of subject MER in implementing the Merdeka Curriculum in the Physical Education subject, from the perspective of lesson planning, shows that subject MER has met the readiness/availability criteria in the aspects of lesson planning, including the formulation of Learning Objectives (TP), the development of Learning Objectives Flow (ATP), and the preparation of teaching modules. During the direct observation, the researcher also conducted an interview regarding the formulation of Learning Objectives (TP), the development of Learning Objectives Flow (ATP), and the preparation of teaching modules. Here is a statement from subject MER:

"I have attended a 10-day training on the implementation of the Merdeka Curriculum. My preparation for implementing the Merdeka Curriculum involves frequently attending seminars or training sessions on the Merdeka Curriculum implementation to understand what is included in the Merdeka Curriculum and how to apply it in the classroom

learning process. Learning Objectives are derived from the Curriculum Objectives (CP) and are used as guidelines in the learning process. In formulating the TP, we must first determine the competencies and the context of the material. The ATP is a collection of learning objectives organized from the beginning to the end of a phase. The steps in developing the Learning Objectives Flow (ATP) include analyzing the CP, identifying the competencies students need to master, analyzing each element/sub-element of the Pancasila student profile, determining the learning objectives, defining the scope of the material, and deciding the number of learning hours. The teaching module is a set of tools that contains lesson plans. The steps in developing the teaching module typically start with analyzing the students' needs, identifying the dimensions of the Pancasila student profile, determining the learning objectives, and developing the module based on its components."

(Interview with MER, October 24, 2023)

Based on the interview with subject MER, it was revealed that subject MER had attended a 10-day training on the implementation of the Merdeka Curriculum. The preparations made by subject MER for implementing the Merdeka Curriculum involve frequently attending seminars or training sessions on the Merdeka Curriculum implementation to understand what is included in the Merdeka Curriculum and how to apply it in the classroom learning process. According to subject MER, Learning Objectives are derived from the Curriculum Objectives (CP) and are used as guidelines in the learning process. In formulating the TP, subject MER first determines the competencies and the context of the material. According to subject MER, the ATP is a collection of learning objectives organized from the beginning to the end of a phase. The steps in developing the Learning Objectives Flow (ATP) according to subject MER include analyzing the TP, identifying the competencies students need to master, analyzing each element/sub-element of the Pancasila student profile, determining the learning objectives, defining the scope of the material, and deciding the number of learning hours. According to subject MER, the teaching module is a set of tools that contains lesson plans. The steps in developing the teaching module include analyzing the students' needs, identifying the dimensions of the Pancasila student profile, determining the learning objectives, and developing the module based on its components. In the preparation of these three lesson plans, subject MER did not encounter any difficulties at all.

Subject Ahmad Ade Triyono (Islamic Education Teacher)

Subject AAT is a Islamic Education (PAI) teacher at Bina Qurani City. The readiness of subject AAT in implementing the Merdeka Curriculum in the PAI subject, from the perspective of lesson planning, shows that subject AAT has met the readiness/availability criteria in the aspects of lesson planning. These include the formulation of Learning Objectives (TP), the development of Learning Objectives Flow (ATP), and the preparation of teaching modules. Based on the observations and interviews conducted by the researcher, it is known that subject AAT has attended a 10-day training on the implementation of the Merdeka Curriculum. Here is a statement from subject AAT:

"Before formulating the TP, we need to understand the Curriculum Objectives (CP) first,

because TP is derived from CP and serves as the goal during the learning process. In formulating TP , we must fulfill its main components, which are competencies and the scope of the material. Competency is the ability that students must achieve, while the scope of the material is the content that will be studied by the students. ATP is a sequence of learning objectives arranged systematically from the beginning to the end of a phase. The steps in developing the Learning Objectives Flow (ATP) start with analyzing the CP, identifying the competencies that students need to master, analyzing each element/sub-element of the Pancasila student profile, determining the learning objectives, defining the scope of the material, and deciding the number of learning hours. The teaching module is a set of learning tools used to carry out the learning process. The steps in developing the teaching module include analyzing the needs and conditions of the students, identifying the dimensions of the Pancasila student profile, determining the learning objectives, and developing the module based on the available components."

(interview with AAT, October 24, 2023)

Based on the statement made by subject AAT, it is understood that TP is derived from CP and serves as the goal during the learning process. In formulating the TP, the main components that must be fulfilled are competencies and the scope of the material. Competency is the ability that students must achieve, while the scope of the material is the content that will be studied by the students. ATP is a sequence of learning objectives arranged systematically from the beginning to the end of a phase. The steps in developing the Learning Objectives Flow (ATP) start with analyzing the CP, identifying the competencies that students need to master, analyzing each element/sub-element of the Pancasila student profile, determining the learning objectives, defining the scope of the material, and deciding the number of learning hours. According to subject AAT, the teaching module is a set of learning tools used to carry out the learning process. The steps in developing the teaching module include analyzing the needs and conditions of the students, identifying the dimensions of the Pancasila student profile, determining the learning objectives, and developing the module based on the available components.

There is a difference between teachers who have attended the Merdeka Curriculum implementation training and those who have not. Teachers who have attended the Merdeka Curriculum implementation training are found to have a better understanding of the process of formulating and developing CP, ATP, and teaching modules, while teachers who have not attended the training are still somewhat confused when explaining how to formulate and develop CP, ATP, and teaching modules in the learning process.

Readiness in Teaching

The implementation of teaching is a series of learning processes structured according to specific steps to achieve learning objectives (Sudjana, 2010:136). In the implementation of teaching, teachers conduct several stages, including preliminary activities, core activities, and closing activities. Preliminary Activities include : the teacher begins the lesson, the teacher conducts an apperception, the teacher motivates the students, the teacher conveys the learning objectives. While Core Activities cover : the teacher has a good command of the

lesson material, the material discussed aligns with the Learning Objectives (TP), Learning Objectives Flow (ATP), and teaching modules, reading materials for both educators and students, the teacher acts as a facilitator, the teacher asks questions to the students, the teacher provides opportunities for students to ask questions, the teacher gives concrete examples from real-life situations, the teacher provides guidance during the learning process. Last but not least, the closing activities focus on : the teacher summarizes the material and reinforces it for the students, enrichment and remedial activities, the teacher evaluates the learning process, the teacher manages time effectively throughout the learning process, the teacher concludes the lesson.

The following is a discussion of the research results on the readiness of teachers in implementing the Merdeka Curriculum at Bina Qurani City, reviewed from the perspective of readiness in the implementation of teaching, which will be described individually for each research subject:

a. Subject Ardiansyah (Homeroom Teacher)
In terms of readiness for classroom teaching implementation, subject A has met all the readiness/availability criteria in the stages of teaching implementation. Subject A also prefers the Merdeka Curriculum over the previous curriculum because the teaching can be tailored to the needs and abilities of the students. The students' achievements are also significantly better when using the Merdeka Curriculum compared to the previous curriculum.

b. Subject MIH (English Teacher)
Regarding readiness for teaching implementation in the English subject, subject MIH has met all the readiness/availability criteria in the stages of teaching implementation. Subject MIH also prefers the Merdeka Curriculum over the previous curriculum because the teaching can be tailored to the needs and abilities of the students. The students' achievements are also significantly better when using the Merdeka Curriculum compared to the previous curriculum.

c. Subject MER (PE Teacher)
In terms of readiness for teaching implementation in the Physical Education (PJOK) subject, subject MER has met the readiness/availability criteria in the stages of teaching implementation. However, there is one aspect that was not met by subject MER, which is the availability of reading materials for both educators and students during the core activities stage. Subject MER also prefers the Merdeka Curriculum over the previous curriculum because the teaching can be tailored to the needs and abilities of the students. The students' achievements are also significantly better when using the Merdeka Curriculum compared to the previous curriculum.

d. Subject AAT (Islamic Education)
Regarding readiness for teaching implementation in the Islamic Education (PAI) subject, subject AAT has met the readiness/availability criteria in the stages of teaching implementation. However, there is one aspect that was not met by subject AAT, which is providing concrete examples from real-life situations during the core activities stage in the PAI subject. Subject AAT also prefers the Merdeka Curriculum over the previous

curriculum because the teaching can be tailored to the needs and abilities of the students. The students' achievements are also significantly better when using the Merdeka Curriculum compared to the previous curriculum.

Readiness In Learning Assessment

In the guidelines for teaching and assessment in early childhood education, primary, and secondary education, it is known that learning assessments in the Merdeka Curriculum include initial assessment, formative assessment, and summative assessment. The following is a discussion of the research results on the readiness of teachers in implementing the Merdeka Curriculum at Bina Qurani City, reviewed from the perspective of readiness in learning assessment, which will be described individually for each research subject:

a. Subject Muhammad Andrik Muzaqi (School Principal)

The learning assessments at Bina Qurani City use initial, formative, and summative assessments. The initial assessment is conducted at the beginning of the learning process, and the results are used by the class teacher to implement differentiated teaching according to the students' abilities. Formative assessments are conducted at the end of each chapter to determine the students' achievement regarding the material studied. Summative assessments are carried out at the end of the semester online using students' laptops.

b. Subject Ardiansyah (Homeroom Teacher)

In terms of learning assessment, subject A uses initial, formative, and summative assessments in classroom teaching. Here is subject A's statement:

The initial assessment is used to explore the students' abilities at the beginning of the lesson. After knowing the results of the initial assessment, subject A groups the students according to their learning readiness. Formative assessments are conducted at the end of each chapter of the learning material, while summative assessments are carried out at the end of the semester.

c. Subject Mochammad Izzul Hadi (English Teacher)

Regarding learning assessment, subject MIH uses initial, formative, and summative assessments in English teaching in the classroom. Here is subject MIH's statement:

The initial assessment explores the students' readiness at the beginning of the lesson by asking simple questions related to the material to be studied. The results of the initial assessment for each student are then used to create a lesson plan tailored to each student's needs. Formative assessments are conducted at the end of each chapter of the learning material, while summative assessments are conducted at the end of the semester online using students' laptops.

d. Subject Muhammad Ervan Ramdhony (PE Teacher)

Regarding learning assessment, subject MER uses initial, formative, and summative assessments in Physical Education (PJOK) teaching in the classroom. Here is subject MER's statement:

Based on subject MER's statement, it is known that the initial assessment explores the students' readiness at the beginning of the lesson by asking simple questions related to the material to be studied. The results of the initial assessment for each student are then

used to create a lesson plan tailored to the students' needs. Formative assessments are conducted at the end of each chapter of the learning material. The summative assessment is conducted at the end of the semester online using students' laptops.

e. Subject Ahmad Ade Triyono (Islamic Education)

Regarding learning assessment, subject AAT uses initial, formative, and summative assessments in Religious Education (PAI) teaching in the classroom. Here is subject AAT's statement:

Based on subject AAT's statement, it is known that the initial assessment explores the students' readiness/abilities at the beginning of the lesson by asking questions related to the material to be studied. The results of the initial assessment for each student are then used to create a lesson plan tailored to the students' needs and abilities. Formative assessments are conducted at the end of each chapter of the learning material, while summative assessments are conducted at the end of the semester online using students' laptops.

A triangulation technique was conducted between interview techniques and observation techniques. The results from the interviews and observations indicate that the teachers' readiness in implementing the Merdeka Curriculum at Bina Qurani City, in terms of lesson planning, shows that all teachers have met the readiness and availability requirements in the aspect of lesson planning, which includes formulating learning objectives (TP), arranging the learning objectives flow (ATP), and preparing teaching modules. This aligns with the guidelines on learning and assessment for early childhood education, basic education, and secondary education, which state that lesson planning in the Merdeka Curriculum includes formulating learning objectives, arranging the learning objectives flow, and preparing teaching modules. Therefore, the technique triangulation conducted has produced reliable data.

The readiness of teachers in implementing the Merdeka Curriculum, reviewed from the aspect of lesson implementation, shows that all the observed teachers teaching at Bina Qurani City have met the readiness and availability requirements in the aspect of lesson implementation. In the implementation of lessons, the teachers follow several stages, including introductory activities that involve the teacher opening the lesson.

The teacher conducts aperception, provides motivation to students, and communicates the learning objectives. Core activities include the teacher mastering the subject matter well, ensuring the material aligns with the TP, ATP, and teaching modules, providing reading materials for both the teacher and students, acting as a facilitator, asking questions to the students, giving students the opportunity to ask questions, providing concrete examples from real-life situations, guiding the learning process, and concluding activities which include summarizing the material, reinforcing the students, providing enrichment and remedial activities, conducting learning evaluations, managing time effectively during the learning process, and closing the lesson. Therefore, the technique triangulation conducted produces reliable data.

The readiness of teachers in implementing the Merdeka Curriculum at Bina Qurani City, reviewed from the perspective of learning assessment, shows that all observed teachers have

met the readiness and availability requirements in the aspect of learning assessment, which includes initial assessment, formative assessment, and summative assessment. This aligns with the guidelines on learning and assessment for early childhood education, basic education, and secondary education, which state that learning assessment in the Merdeka Curriculum includes initial assessment, formative assessment, and summative assessment. Therefore, the technique triangulation conducted produces reliable data.

In terms of lesson planning, the responses from the principal (subject MAM), homeroom teacher (subject A), English teacher (subject MIH), PE teacher (subject MER), and Islamic Studies teacher (subject AAT) all stated that the steps in formulating learning objectives include formulating directly from the CP, analyzing the competencies and scope of the material in the CP, and lastly, formulating across CP elements. Therefore, the source triangulation conducted yields consistent results, and the data can be declared valid.

Regarding learning assessment, the responses from the principal (subject MAM), homeroom teacher (subject A), English teacher (subject MIH), PE teacher (subject MER), and Islamic Studies teacher (subject AAT) all stated that the learning assessments consist of initial assessment, formative assessment, and summative assessment. The initial assessment explores students' readiness at the beginning of the lesson by asking simple questions related to the material to be studied. The results of the initial assessment for each student are then used to create a learning plan tailored to each student's individual needs. Formative assessments are conducted at the end of each chapter of the learning material. Summative assessments are conducted at the end of the semester and are carried out online using each student's laptop. Therefore, the source triangulation conducted yields consistent results, and the data can be declared valid.

CONCLUSIONS

Teacher Readiness in the Implementation of the Merdeka curriculum at Bina Qurani City from the Perspective of Lesson Planning shows that all teachers have met the readiness and availability requirements in the aspects of lesson planning, which include the formulation of learning objectives (TP), the development of learning objective sequences (ATP), and the preparation of teaching modules. Teacher Readiness in the Implementation of the Merdeka curriculum at Bina Qurani City from the Perspective of Teaching Implementation shows that all observed teachers teaching in classrooms have met the readiness and availability requirements in the aspects of lesson implementation. Teacher Readiness in the Implementation of the Merdeka curriculum from the Perspective of Learning Assessment shows that all teachers have met the readiness and availability requirements in the aspects of learning assessment, which include initial assessment, formative assessment, and summative assessment. All teachers prefer to use the Merdeka curriculum over the previous curriculum because it allows them to tailor teaching to the capabilities of their students, resulting in better and improved student learning outcomes.

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