Analysis of Elementary School Teacher Readiness in Implementing the Independent Curriculum in Gorontalo City

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DOI:https://doi.org/10.62872/s13px737

Abstract
This research aims to find out how prepared teachers are in implementing the independent curriculum in elementary schools (SD) in Gorontalo City. The research method used in this research is descriptive research with a qualitative approach. This research was conducted in several elementary schools (SD) in Gorontalo City, including SDN 96 Kota Utara, SDN 29 Kota Selatan, SDN 75 Kota Tengah, SDN 02 Kota Barat, SDN 8 Kota Barat, SDN 42 Hulonthalangi and SDN No. 57 East City. The data collection technique used in this research was conducting in-depth interviews. The research analyzed the readiness of elementary school teachers in implementing the independent curriculum using 6 indicators, namely (1) understanding of the curriculum structure, (2) readiness of learning plans, (3) readiness of the learning process, (4) readiness of teaching material modules, (5) readiness of facilities and infrastructure, 6) readiness for learning assessment. Based on the results of the research that has been conducted, it can be concluded that the readiness of teachers in implementing the independent curriculum in elementary schools in Gorontalo City based on six indicators shows that teachers in Gorontalo City are still not fully ready to implement the independent curriculum. Some teachers still lack understanding regarding the structure of the independent curriculum and admit that they still need training, especially regarding the implementation of the independent curriculum in learning, such as developing teaching modules, learning assessments, implementing the Ancasila student profile program and utilizing PMM. Apart from that, teachers admit that they still have difficulty accessing textbooks used in implementing the independent curriculum. However, in general, school infrastructure, including the internet, is very adequate in supporting the implementation of the independent curriculum in elementary schools in Gorontalo City.
Keywords: Teacher Readiness, Independent Curriculum, Elementary School,

Introduction

Education has an important role in answering and preparing the current and next generations. Through ongoing curriculum development, this is one answer to meeting the required competencies. Improving the curriculum from the 2013 curriculum to the independent curriculum is a careful step in responding to this. The independent curriculum is specifically designed to provide the right to learn independently. This Merdeka Curriculum has been promoted since 2020 by the Ministry of Education, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI) in order to prepare the needs of the current and next generations. The curriculum development that occurred in Indonesia starting from the 1952 curriculum to the 2013 curr iculum is an effort to become better in the world of

education. Improving the 2013 curriculum to an independent curriculum is actually a fundamental thing for achieving national education goals (Inayati, 2022).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Correct, effective and efficient learning planning is a reflection that educators are ready to carry out learning. Not only the readiness of the material, but also the needs and characteristics as well as understanding the learning objectives. Teachers must understand the concepts, characteristics and components of the curriculum that will be implemented (Rukhaini, 2022)

Implementation of the Independent Curriculum is currently something that must be implemented. The lack of understanding of the curriculum that will be implemented is a serious obstacle to the success of the curriculum. Mentoring through socialization activities, workshops or seminars needs to be carried out not only to better understand teachers, but also as a form of supervision and supervision.

Based on the results of an interview conducted with one of the elementary school (SD) teachers in Gorontalo City, information was obtained that currently, teachers are confused about the implementation of the Independent Curriculum. As professional educators, the teacher's main task is to educate, train, direct, guide, assess and evaluate students to prepare the next generation who will face new challenges in the 21st century. Teachers realize that they do not have enough experience in using learning tools in the teaching and learning process related to the implementation of the Independent Curriculum. Teachers are still worried about whether the learning they have carried out is in accordance with the mandate of the Independent Curriculum or not.

This explanation of the conditions for implementing the Merdaka Curriculum in Gorontalo City was the background for researchers to conduct research on teacher readiness in implementing the Merdaka Curriculum, especially in elementary schools. This research aims to analyze the readiness of elementary school teachers in implementing the independent curriculum in Gorontalo City. It is hoped that from the results of this research, the education department and related institutions can immediately respond to aspects that have not been able to be optimal in implementing the Independent Curriculum, especially in Gorontalo City.

Method

The research method used in this research is descriptive research with a qualitative approach. This research was conducted in several elementary schools (SD) in Gorontalo City, including SDN 96 Kota Utara, SDN 29 Kota Selatan, SDN 75 Kota Tengah, SDN 02 Kota Barat, SDN 8 Kota Barat, SDN 42 Hulonthalangi and SDN No. 57 East City. The data collection technique used in this research was conducting in-depth interviews. The research analyzed the readiness of elementary school teachers in implementing the independent curriculum using 6 indicators, namely (1) understanding of the curriculum structure, (2) readiness of learning plans, (3) readiness of the learning process, (4) readiness of teaching material modules, (5) readiness of facilities and infrastructure, 6) readiness for learning assessment.

Results and Discussion

Research result

Understanding Curriculum Structure

a. SDN 96 Kota Utara

This school applies the Independent Change category in implementing the Independent Curriculum. Both teachers are still in the development stage in implementing the independent curriculum and admit a lack of understanding of the characteristics and structure of this curriculum. They see this as a challenge they face, not as a weakness. They have participated in several IKM outreach and are active in the KKG learning community at the regional level to increase their understanding.

b. SDN 29 Kota Selatan

At SDN 29 Kota Selatan, the Independent Curriculum in the Independent Change category is implemented with a focus on developing essential material and student competencies according to their level. Extracurriculars such as scouts and P5 projects are also an important part of learning, where students are encouraged to create something useful. This school also follows the Educational Unit Operational Curriculum (KOSP) which includes characteristics, learning operations, evaluation and professional development. The Merdeka Curriculum Platform is also an important means for educators to increase students' knowledge about this curriculum.

c. SDN 75 Kota Tengah

At SDN 75 Kota Tengah, the Independent Curriculum in the Independent Change category is implemented with a focus on developing essential material and student competencies based on the phases. This school takes full advantage of the Merdeka Belajar platform from the Ministry of Education, Culture, Research and Technology, including modules, ATP, and CP. Intracurricular learning involves understanding P5, implementing the school ecosystem, and evaluating P5. SDN 75 also implements KOSP to ensure learning effectiveness with effective week analysis and learning planning. This school is active in the learning community to support the implementation of the Independent Curriculum.

d. SDN 2 Kota Barat

SDN 02 Kota Barat implements the Independent Curriculum with a focus on developing essential material and student competencies according to the phase. This school adopts the Independent Learning category for classes III and VI and Independent Learning for other classes, allowing for gradual learning adaptation in each class. Intracurricular learning includes contextual and interactive P5 projects, supported by comprehensive KOSP Documents. The use of the Merdeka Mengajar Platform (PMM) helps educators find appropriate learning media, while active participation in online learning communities increases understanding of the Merdeka Curriculum in this school.

e. SDN 8 Kota Barat

Understanding the characteristics and structure of the Merdeka Curriculum reflects the government's seriousness in building national character rooted in the noble values of Pancasila, as a response to the moral crisis of the current and future generations. The special characteristics and structure integrated in the Merdeka Curriculum complement each other in forming the Pancasila student profile. Thus, the Merdeka Curriculum not only emphasizes academic development, but also the formation of strong character based on moral and ethical values.

f. SDN 42 Hulonthalangi

SDN 42 Hulonthalangi recently implemented the Independent Curriculum with the Independent Learning category for grades 1 and 4. However, the two teachers at this school admitted that they still did not fully understand the characteristics and structure of the Independent Curriculum. They will only carry out the Pancasila Student Strengthening Project (P5) at the end of October after the learning process is complete. They rely heavily on the Merdeka Mengajar Platform to deepen their knowledge of the Merdeka Curriculum, including teaching modules, assessments and P5 implementation procedures. The learning community at this school has not been their focus in developing understanding of the Independent Curriculum.

g. SDN No. 57 East City

Interview results at SDN No. 57 Kota Timur shows that this school has implemented the Merdeka Curriculum from grades I, II, IV and V with the independent category changing since the 2022/2023 school year. Even though they do not yet meet the requirements as a drive school, the two teachers at the school claim to have sufficient understanding of the Independent Curriculum. They access the Merdeka Platform with high intensity to increase knowledge about the curriculum, including teaching modules, ATP, and various sources of inspiration. Online learning communities at the sub-district and regional levels are also considered very useful for them in sharing knowledge, providing solutions, and developing understanding of the Independent Curriculum.

Learning Plan Readiness

a. SDN 96 Kota Utara

Determining ATP is based on learning outcomes, so before determining CP, teachers must carry out an analysis and identify the competencies that students must master. In analyzing student needs, class II teachers need to understand student characteristics and always reflect on the teaching provided to determine whether it is appropriate or needs to be improved. Class I teachers must also reflect on the teaching process carried out to assess its suitability to the learning plan.

b. SDN 29 Kota Selatan

Learning planning is carried out by identifying students' needs, then determining CP and designing TP, according to phase or class level. Efforts made at SDN 29 Kota Selatan to integrate innovative learning models in learning planning are by looking at examples of media on the platform.

c. SDN 75 Kota Tengah

The first stage in the learning plan is analyzing learning outcomes based on phases. The same phase divides CP according to grade level. Technology is used to increase creativity and innovation in learning, as well as to carry out cognitive and non-cognitive diagnostic assessments of students' learning needs. Teachers plan lessons with school, district, and online learning communities to reduce competency gaps between educators, ensuring a quality learning experience for all students.

d. SDN 2 Kota Barat

Preparation of learning plans at SDN 02 Kota Barat includes: (1) Mapping CP for each phase to determine TP and ATP in each phase. (2) After CP, TP, and ATP are formed, divisions or restrictions are carried out in each phase for the class program. Educators at SDN 02 Kota Barat analyze students' learning needs through observing behavior, identifying prior knowledge, various assessments, and teaching reflection. They also identify problems, evaluate, model, perform specifications, and review.

e. SDN 8 Kota Barat

Learning plan readiness is very optimal because the Ministry of Education and Culture has provided an application platform that contains various digital teaching tools. This platform also offers more ice breaking (learning while playing) to create a fun atmosphere. This learning plan also emphasizes strengthening students' character and morals through a character and skills approach.

f. SDN 42 Hulonthalangi

The learning plan at SDN 42 Hulonthalangi is quite optimal. Teachers determine TP and ATP based on CP by carrying out initial diagnostics to assess student characteristics, then aligning them with the prepared TP and ATP. The 4th grade teacher applies collaborative learning, combining students with various levels of cognitive ability. Grade 1 teachers use various learning media, such as pictures and videos, to make learning easier. Students' learning needs are analyzed by finding appropriate learning styles through discussions, quizzes and interesting learning media.

g. SDN No. 57 East City

Independent curriculum learning plans are prepared together with the educational community to determine TP and ATP for each class phase. Learning is designed as a series of objectives from the beginning to the end of the CP phase. Teachers integrate innovative learning models by identifying needs and challenges, setting goals that reflect the desired skills, knowledge and attitudes, and selecting relevant methods. Apart from that, teachers must master the material, utilize technology, increase creativity, and develop innovation in learning.

Teaching Module Readiness

a. SDN 96 Kota Utara

Class I and II teachers at SDN 96 Kota Utara created their own teaching modules according to the Independent Curriculum format. They learn how to make good modules via the internet and in consultation with fellow teachers, especially those who are considered competent in this matter.

b. SDN 29 Kota Selatan

SDN 29 Kota Selatan prepares teaching modules so that they are clear and easy to understand. Teachers compose their own modules by referring to the guides available on the Merdeka Curriculum platform. They also use teaching modules that have been provided by the government or are available on the independent platform.

c. SDN 75 Kota Tengah

At SDN 75 Kota Tengah, teachers compose teaching modules with guidance from the independent platform and use teaching modules available from the government or the independent platform. Each subject teacher prepares teaching modules per semester to ensure effective learning, as well as preparing supporting reading materials that are essential to achieving learning objectives.

d. SDN 2 Kota Barat

The teacher uses teaching modules from the Merdeka Curriculum platform which he modifies according to the needs of the school and students. Although the government provides teaching modules on the platform, each school needs to adapt it to their local characteristics. The teaching module contains objectives, learning steps, media, and assessments for each unit based on the Learning Objectives Flow (ATP), similar to the RPP. Mr. Muhlis also prepared reading materials to accompany teaching modules to strengthen the material and support learning.

e. SDN 8 Kota Barat

The teaching modules in the Merdeka Curriculum provide guidance to teachers to facilitate learning that activates students according to their context. This is important

because it allows adjustments to individual characteristics and changes that occur, supporting the progress of education in Indonesia.

f. SDN 42 Hulonthalangi

Teachers at SDN 42 Hulonthalangi have prepared teaching modules for the first semester of the Merdeka Curriculum using references from the Merdeka platform. They modify it according to learning needs and admit that the teaching modules in the Merdeka Curriculum are more concise than before. They also use reading materials to support learning.

g. SDN No. 57 East City

At SDN No. 57 Kota Timur, the two teachers compiled teaching modules by referring to PMM and examples from the internet, such as Google. They also rely on an independent platform in creating teaching modules, and have prepared teaching modules for one semester of learning.

Readiness of Facilities and Infrastructure

a. SDN 96 Kota Utara

The readiness of facilities and infrastructure at SDN 96 Kota Utara is adequate, although the library still lacks books. However, this does not hinder students' interest in reading because they use technology to access reading materials via the internet. The internet network at school is smooth and does not interfere with the teaching and learning process. Teachers use modules and tools such as projectors with animated PPTs to increase students' focus.

b. SDN 29 Kota Selatan

The infrastructure at SDN 29 Kota Selatan supports the independent curriculum with adequate facilities, including a good internet network. Teachers are encouraged to use technology in learning and collaborate with parents to maximize the benefits of digital tools in learning.

c. SDN 75 Kota Tengah

Infrastructure at SDN No. 75 Central City supports the implementation of the independent curriculum with adequate facilities, including a stable internet network after installing a signal booster. Teachers are encouraged to use technology in learning, including training those who are not used to it so they can master it.

d. SDN 2 Kota Barat

The infrastructure at SDN 02 Kota Barat supports the independent curriculum with two buildings ready for use. Internet connection is not a problem at this school. The project to strengthen the profile of Pancasila students (P5) has often been implemented, including in class 1 and class 4. The integration of technology in learning (TPACK) is important for the effectiveness of learning, such as using PowerPoint slides to facilitate students' understanding and forming study groups via WhatsApp.

e. SDN 8 Kota Barat

Facilities and infrastructure are very important to support the teaching and learning process in schools. The use of PowerPoint slides helps students understand the material quickly. The project to strengthen the profile of Pancasila students (P5) has been implemented, although in a simple way.

f. SDN 42 Hulonthalangi

The infrastructure conditions at SDN 42 Hulonthalangi are adequate to support the independent curriculum. There are facilities and infrastructure such as printed books, LCD and adequate internet network. This makes it easier for teachers to integrate technology in learning, such as using the internet to complement learning media or teaching materials.

g. SDN No. 57 East City

Infrastructure at SDN No. 57 Eastern Cities still need additional facilities and infrastructure to support the independent curriculum. Even though the internet network is adequate, additional budget is still needed from School Operational Assistance. Water sanitation facilities only use injection wells (DAP), while for P5 activities, active participation from students' parents is required.

Learning Assessment Readiness

a. SDN 96 Kota Utara

Preparation of assessment instruments by class I and II teachers at SDN 96 Kota Utara is still ongoing. The initial formative assessment is to assess students' readiness, while the summative assessment at the end of learning is to report learning achievements and student growth. SDN 29 Kota Selatan

b. SDN29 South City

Efforts to implement assessment in differentiated learning at SDN 29 Kota Selatan are by choosing games that support differentiation that can be adopted according to students' skills and understanding.

c. SDN 75 Kota Tengah

At SDN 75 Kota Tengah, differentiated assessment is carried out by grouping students based on learning styles, namely visual, audio-visual and kinesthetic. Teachers design appropriate learning activities to create a conducive and enjoyable learning atmosphere.

d. SDN 2 Kota Barat

There are 2 assessments carried out by teachers this semester, namely formative assessment, which is used to monitor and improve the learning process and evaluate the achievement of objectives, which can be done at the beginning and during learning. Summative assessments are carried out after learning is completed, such as at the end of the material, semester, or phase, optionally at the end of the semester.

e. SDN 8 Kota Barat

Facilities and infrastructure are important to support the teaching and learning process in schools, such as PowerPoint slides that make it easier for students to understand. The P5 project has been implemented simply.

f. SDN 42 Hulonthalangi

The two teachers at SDN 42 Hulonthalangi are ready with assessment instruments for this semester. In the independent curriculum, it is no longer mandatory to carry out PTS and PAS at the end of the semester, unless the summative assessment is complete and has achieved the learning objectives. Initial and final diagnostics are also taken into consideration in assessment, while in differentiated learning, assessment is adjusted to the students' abilities without discriminating against them.

g. SDN No. 57 East City

Principles of assessment in the independent curriculum at SDN No. 57 East City includes integration in the learning process, in accordance with learning objectives, and is guaranteed to be fair, proportional, valid and trustworthy. Teachers at SDN No. 57 Eastern Cities are ready with assessment instruments for this semester, with close collaboration in sharing knowledge and experience and supporting each other in overcoming challenges related to assessment instruments.

DISCUSSION

Based on the results of research conducted in the city of Gorontalo, information was obtained that there were different categories chosen by several elementary schools. There are three options in implementing or implementing the Independent Curriculum (IKM), namely (1) Independent Learning Category, namely schools or educational units that continue to use the 2013 or simplified K13 curriculum/Emergency Curriculum by applying parts and

principles of the Independent Curriculum; (2) The Independent Category Changes, namely in the 2022/2023 academic year educational units will begin to use the Independent Curriculum referring to teaching tools that have been prepared by PMM (Merdeka Mengajar Platform) according to the level of the educational unit; and (3) Independent Sharing Category, namely schools implementing the Independent Curriculum and developing several teaching tools themselves that will be used.

The advantages and disadvantages of the Independent Learning Curriculum, of course, every implementation of this policy has advantages and disadvantages that are always associated with it. Likewise with the implementation of independent curricula at the levels of various educational units. The most prominent advantage of implementing this curriculum is that students must complete special projects to become active, creative and independent in their own efforts to explore themselves. Apart from that, this syllabus is also more interactive and updated. Meanwhile, the shortcomings of this curriculum, apart from being rushed and lacking in socialization from the start, seem to be less open at both the design and implementation stages. Because this curriculum requires students' learning experiences, students who have limited learning experiences are less responsive to changes in their learning environment.

Understanding the Characteristics and Structure of the Curriculum

Teachers' understanding of curriculum characteristics, specificities and curriculum structure in the Merdeka Curriculum. The structure of the independent curriculum in elementary school consists of intracurricular learning and projects to strengthen the profile of Pancasila students (P5). Intracurricular learning is designed so that children can achieve the abilities set in the learning outcomes. The dimensions of the Pancasila Student Profile must be integrated into the Learning Outcomes and learning content that have been prepared in the School Operational Curriculum (KOS) (Anggraena et al, 2022).

The implementation of the independent curriculum in several schools in Gorontalo City is different, there are schools that have only implemented IKM in the 2023/2024 academic year, and there are schools that are in their second year or even their third year.Based on interviews conducted, the obstacles that occur in implementing the independent curriculum are related to teachers' understanding of the independent curriculum. Even though we have attended several trainings related to the independent curriculum, this is still lacking. Because as educators, teachers must understand well the content and objectives of the new curriculum, and strive to implement it well in the learning process.

The government has implemented an independent curriculum in stages at driving schools. In addition to driving schools, they are given the freedom to choose how to implement this curriculum, starting from independent learning, independent change, and independent sharing. In Independent learning; schools are given freedom for several parts and principles of the independent curriculum while continuing to use the 2013 curriculum; Mandiri is changing, schools are given the freedom to implement the independent curriculum using the teaching tools that have been provided; Madiri Sharing means that schools develop the various teaching tools themselves that are needed (Curriculum Standards and Educational Assessment Agency, Ministry of Education and Culture, Research and Technology. 2022)

Basically, the independent curriculum and the previous curriculum have differences, where the independent curriculum focuses on developing students' character and morals, while the 2013 curriculum focuses on students' general academic abilities. The Merdeka Curriculum brings changes, namely: simple, flexible, focused on the competence and character of all students, harmonious, mutual cooperation. The main characteristics emphasized in the design of this curriculum structure are: (1) changes in the status of subjects, (2) educational units has the authority to develop operational curricula, (3) learning is divided

into two, namely intracurricular and co-curricular in the form of projects to strengthen the Pancasila student profile, and (4) there are choices that can be determined by students.

Learning Plan Readiness

Planning is the heart and concrete form of educational institutions in responding to new curricula that require adjustments to the conditions in the educational institution. Leaders of educational institutions need to facilitate teachers to receive training, analyze teacher learning needs, and mobilize a community of practitioners in their schools. All of these activities of course aim to develop effective and efficient learning plans. An independent curriculum that frees schools to determine what will be taught to students means that schools need to prepare learning plans carefully.

If seen from the readiness of the learning plan, in integrating innovative learning models, teachers must design learning in such a way that it is different from conventional learning in accordance with the conditions, potential and talents of students. Educators must first know the various characteristics of student behavior before starting to provide learning materials. Teachers must start with an initial assessment and then continue with differentiated learning. Learning must be adapted to student needs. Therefore, teachers need to analyze students' learning needs by identifying students' learning needs, including: observing student behavior, identifying initial knowledge, using various forms of assessment, reflecting on teaching practices. and also analyzing student needs, including: identifying problems, evaluating, modeling, specification, review.

Learning Process Readiness

Implementing the learning process is also something that requires preparation from the teacher. This is nothing new for teachers, but considering that the curriculum that will be used is a new curriculum, teachers need to adjust the learning process. The level of readiness of teachers to implement this new curriculum is based on the indicators contained in the process standards which include learning planning, learning implementation, and learning evaluation. Implementation of learning based on an independent curriculum means giving children the freedom to choose the learning activities they want. Learning also continues to uphold the principles of meaningful learning. Teachers can apply scientific learning which provides opportunities for students to gain experience through observing, asking questions, collecting information and reasoning, associating and communicating (Widya, 2020).

Understanding the meaning of independent learning and the role of teachers in independent learning helps teachers and students think, be more innovative and creative, and be happy in learning. There are still many teachers who do not understand the theoretical and practical aspects of independent learning, even though teachers' understanding of curriculum reform is very essential. Teachers' lack of understanding of the theory and practice of the independent curriculum certainly has a negative impact. These negative impacts include teachers finding it difficult to implement the independent learning policy at school and in the classroom and teachers having difficulty developing learning methods referring to the independent curriculum.

Teachers can independently overcome these obstacles by searching for information on the internet and asking and discussing with competent teachers. Institutionally, teachers' understanding of the independent curriculum can be improved through ongoing training activities held by government institutions in the education sector and carried out face to face.

Teaching modules are a form of teaching tool used to carry out learning. This module is designed as an effort to achieve the Pancasila student profile. The profile of Pancasila students includes: 1) faithful, devoted to God Almighty, and have noble character, 2) Global Diversity, 3) Mutual Cooperation, 4) Creative, 5) Critical reasoning, 6) independent. Teaching modules are an elaboration of the flow of learning objectives derived from learning outcomes.

The different categories in the application of IKM cause variations in the characteristics of the teaching modules used by elementary school teachers in Gorontalo City. This shows differences in the readiness of schools and their teachers in implementing the independent curriculum.

Readiness of Facilities and Infrastructure

The independent curriculum in its learning process is more oriented towards project-based learning. Thus, facilities and infrastructure play an important role.

The next obstacle is related to facilities and infrastructure, especially in teaching materials, namely the lack of textbooks available in libraries. However, with today's technological sophistication, internet network facilities in schools can smoothly access literature that can be read by students. This makes it easier for teachers to teach. The existence of facilities and infrastructure also greatly supports the successful implementation of the independent curriculum in schools that have implemented this curriculum. Complete facilities and infrastructure really support the successful implementation of the independent curriculum in the school, especially in the availability of learning media, such as books, LCDs, and adequate internet connections.

Learning assessment readiness

Learning assessment is an instrument used to see whether the learning process has been effective or not and shows the results of students' achievements. An independent curriculum that carries the concept of independence in learning for students will also influence the learning assessments carried out.

Assessment in this independent curriculum is implemented comprehensively, encouraging students to have competencies in accordance with their talents and interests without burdening students with achieving the minimum score that students must achieve. Teachers carry out assessments according to the students' abilities, without dividing them into boxes during the learning process.

Assessment in the differentiated learning process has 3 aspects that must be assessed. So assessment does not only refer to achieving specified criteria in accordance with learning objectives.Assessment for report cards is determined by 3P, namely appearance, process and progress.

Authentic assessment mandated in the independent curriculum requiresauthentic learning too. Authentic learning reflects the tasks and problem solving required in the realities of life outside of school. For that onAuthentic assessment is an assessment by the teacher with direct observation of the performance carried out by students, where the tasks given are similar to real life applications experienced on a daily basis and must be carried out as objectively as possible, truly and realistically.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the readiness of teachers in implementing the independent curriculum in elementary schools in Gorontalo City based on six indicators shows that teachers in Gorontalo City are still not fully ready to implement the independent curriculum. Some teachers still lack understanding regarding the structure of the independent curriculum and admit that they still need training, especially regarding the implementation of the independent curriculum in learning, such as developing teaching modules, learning assessments, implementing the Pancasila student profile program and utilizing PMM. Apart from that, teachers admit that they still have difficulty accessing textbooks used in implementing the independent curriculum. However, in

general, school infrastructure, including the internet, is very adequate in supporting the implementation of the independent curriculum in elementary schools in Gorontalo City.

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