

**IMPLEMENTATION OF MERDEKA CURRICULUM BY TEACHERS  
FOR LEARNING READINESS IN MADRASAH  
IBTIDAIYAH NEGERI 11 BLITAR**

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**Abstract**

*Education is a fundamental driver of human development and the foundation of social progress. This research focuses on examining the readiness of teachers to implement the Merdeka Curriculum at Madrasah Ibtidaiyah Negeri (MIN) 11 Blitar. Using a descriptive qualitative method, data were gathered through interviews and classroom observations to obtain comprehensive insights. The results show that teachers have prepared well by designing lesson plans that integrate Learning Objectives, Learning Pathways, and Teaching Modules. Despite these efforts, several obstacles remain, including variations in students' comprehension levels, limited school facilities, and insufficient teacher experience with the new curriculum. These challenges highlight the need for additional support and professional development. Overall, the study concludes that teachers at MIN 11 Blitar demonstrate promising readiness for implementing the Merdeka Curriculum, but overcoming the identified barriers is essential to achieve a more effective and meaningful learning process for students.*

*Keywords: Merdeka Learning Curriculum, Teacher Readiness, Madrasah Ibtidaiyah Negeri*



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## INTRODUCTION

Education plays an important role in changing the pattern of human life, both in terms of quality and quantity.<sup>1</sup> Throughout history, human development has always been driven by the understanding of new knowledge.<sup>2</sup> The process of disseminating this knowledge, known as education, is the foundation for the progress of society.<sup>3</sup> Education is not only considered as the transfer of knowledge, but also as essential guidance for child development.<sup>4</sup>

The term education comes from the word "pedagogy," which refers to the guidance given to children.<sup>5</sup> In this context, education serves to guide the younger generation so that they can develop properly.<sup>6</sup> Ki Hajar Dewantara, as a pioneer of education in Indonesia, emphasized the importance of an approach that supports the growth and development of children with affection, without imposing will.<sup>7</sup> Education in Indonesia is regulated by the Republic of Indonesia Law of 2003, which defines education as a planned effort to prepare students through various stages.<sup>8</sup> This includes the development of spirituality, personality, intelligence, and skills needed to contribute to society.<sup>9</sup> Thus, education serves as a tool to shape individual character and competence.

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<sup>1</sup> Muhammad Helmi Labib, Ahmad Noor Ihsanuddin, and Ikhrom, "The The Problems of Teachers' Readiness in Implementing New Curriculum; A Systematic Literature Review," *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 6, no. 1 (July 2024), <https://doi.org/10.19105/ghancaran.v6i1.11277>.

<sup>2</sup> Putu Yulia Angga Dewi et al., "Nalar Humanisme Dalam Pedagogi Kritis: Perspektif Ki Hadjar Dewantara, Paulo Freire, Dan Peter McLaren," *Edukasi: Jurnal Pendidikan Dasar* 5, no. 1 (August 2024), <https://doi.org/10.55115/edukasi.v5i1.31>.

<sup>3</sup> Muh Ibnu Sholeh Sholeh et al., "Transformation Of Islamic Education: A Study Of Changes In The Transformation Of The Education Curriculum," *Jurnal Pendidikan Agama Islam* 20, no. 1 (June 2023), <https://doi.org/10.14421/jpai.v20i1.6770>.

<sup>4</sup> Stephanus Turibius Rahmat, "Pemanfaatan Multimedia Interaktif Berbasis Komputer Dalam Pembelajaran," *Jurnal Pendidikan Dan Kebudayaan Missio* 7, no. 2 (July 2015), <https://doi.org/10.36928/jpkm.v7i2.35>.

<sup>5</sup> Ade Apriyanto, Wawan Setiawardani, and Eri Yusron, "Critical Pedagogy: The Role Of Student Digital Literacy In Understanding Critical Pedagogy," *PrimaryEdu : Journal of Primary Education* 5, no. 2 (September 2021), <https://doi.org/10.22460/pej.v5i2.2752>.

<sup>6</sup> Susan Sundari and Hafid Muslih, "Implikasi Pedagogis Dalam Pendidikan Islam Anak Usia Dini Pada Konsep Fitrah Untuk Anak Dalam Penafsiran Al-Qur'an Ibnu Katsir," *ISLAMIKA* 5, no. 1 (January 2023), <https://doi.org/10.36088/islamika.v5i1.2800>.

<sup>7</sup> Vava Imam Agus Faisal and Nugroho Prasetya Adi, "Digitalisasi Ajaran Ki-Hadjar-Dewantara Pada Proses Pembelajaran Neo-Guided Inquiry Untuk Mengembangkan Literasi Dan Numerasi Mahasiswa," *JINoP (Jurnal Inovasi Pembelajaran)* 9, no. 1 (May 2023), <https://doi.org/10.22219/jinop.v9i1.22182>; Fajar Rahayuningsih, "Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila," *SOCIAL : Jurnal Inovasi Pendidikan IPS* 1, no. 3 (2021), <https://doi.org/10.51878/social.v1i3.925>.

<sup>8</sup> Andhika Wirawan et al., "Adaptasi Sekolah Terhadap Perubahan Lingkungan Eksternal: Strategi Dan Implementasi," *Dinamika Pembelajaran : Jurnal Pendidikan Dan Bahasa* 1, no. 4 (October 2024), <https://doi.org/10.62383/dilan.v1i4.851>.

<sup>9</sup> Marcella unita Ona Aran, Klaudius Ware, and Klaudius E. N. Bambut, "Kajian Literatur : Mengembangkan Keterampilan Abad-21 Peserta Didik Dalam Pembelajaran Kimia," *Jurnal Biogenerasi* 9, no. 1 (March 2024), <https://doi.org/10.30605/biogenerasi.v9i1.3654>.

The education system in Indonesia has undergone many changes and reforms, including in terms of curriculum.<sup>10</sup> The curriculum is part of the education system that can be changed relatively quickly.<sup>11</sup> Since 1947, Indonesia has experienced eleven curriculum changes, starting from the first curriculum to the Merdeka curriculum currently being implemented.<sup>12</sup>

The history of curriculum development in Indonesia began with the 1947 Learning Plan, which was still influenced by the post-independence socio-political conditions. At that time, the curriculum was very simple and emphasized more on character building and national awareness rather than critical thinking education.<sup>13</sup> Over time, this curriculum evolved into the 1952 curriculum, although the changes were not significant and more on the aspect of use. Revisions continued with the emergence of the 1964, 1968, 1975, 1984 curricula (improvements of the 1975 curriculum), to the 1994 curriculum and the 1999 supplement.<sup>14</sup> The competency-based 2004 curriculum was also followed by the 2006 curriculum and the 2013 curriculum which underwent several revisions.<sup>15</sup> This change shows the government's commitment to developing education in Indonesia, which ultimately gave birth to the Merdeka Curriculum.<sup>16</sup>

The Merdeka Curriculum is designed to provide students with freedom in learning, encouraging them to be active and participate. This curriculum emerged as a response to educational needs during the recovery period after the implementation of the emergency curriculum due to the COVID-19 pandemic.<sup>17</sup> Although the 2013 curriculum was previously used, in 2022, the Ministry

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<sup>10</sup> Firmansah Koesyono Efendi and I. Wayan Suastra, "Implementation of The Independent Curriculum in Elementary Schools," *International Journal of Contemporary Studies in Education (IJ-CSE)* 2, no. 2 (July 2023), <https://doi.org/10.56855/ijcse.v2i2.363>.

<sup>11</sup> Ahmad Firmansyah and Zamroni Zamroni, "The Strategic Role Of Public Relations In Developing A Positive Image Of Anwarus Salaf Sempulung Ponpes As An Educational Option," *Proceeding of International Conference on Education, Society and Humanity* 2, no. 2 (December 2024), <https://ejournal.unuja.ac.id/index.php/icesh/article/view/10303>.

<sup>12</sup> Nuryani Nuryani, Nur Ahyani, and Mahasir Mahasir, "Implementation of Strategic Management in Optimizing Merdeka Curriculum," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 9, no. 2 (September 2024), <https://doi.org/10.31851/jmksp.v9i2.16095>.

<sup>13</sup> Dyah Werdingisih et al., "Indonesian Redesigned Curriculum: Teachers' Recognition Profiles and Perception of Its Implementation and Impacts," *International Journal of Multicultural and Multireligious Understanding* 9, no. 1 (January 2022), <https://doi.org/10.18415/ijmmu.v9i1.3401>.

<sup>14</sup> Reffy Ananda Rizki and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum (Kurikulum Merdeka)," *Journal of Curriculum and Pedagogic Studies (JCPS)* 1, no. 1 (September 2022), <https://doi.org/10.30631/jcps.v1i1.1383>.

<sup>15</sup> Sarah Haliwigena et al., "Building the Future of Education with Independent Learning Curriculum Innovation in the Society 5.0 Era," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 16, no. 2 (November 2024), <https://doi.org/10.37680/qalamuna.v16i2.5865>.

<sup>16</sup> I. Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 1 (March 2022), <https://doi.org/10.55115/edukasi.v3i1.2296>.

<sup>17</sup> Muhammad Thariq Aziz et al., "Hybrid Learning Dalam Pembelajaran PAI Pasca Pandemi Covid-19," *EDU SOCIETY: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat* 2, no. 2 (2022), <https://doi.org/10.56832/edu.v2i2.229>.

of Education and Culture replaced the curriculum with the Merdeka Curriculum, although several institutions are still in the process of adapting.<sup>18</sup>

In a speech on the 74th National Teachers' Day, the Minister of Education stated that "Merdeka Belajar is freedom of thought," which created awareness of the importance of reducing administrative restrictions that hinder teacher creativity.<sup>19</sup> New programs such as the elimination of the National Examination, simplification of the Learning Implementation Plan (RPP), and more flexible new student admissions are part of efforts to improve the quality of education.<sup>20</sup>

One of the main principles of the Merdeka Curriculum is flexibility. Schools are given the freedom to choose teaching materials, teaching methods, and evaluations that best suit students' needs.<sup>21</sup> This approach allows teachers to be more creative and innovative in delivering learning, thus creating an interesting and effective learning environment.<sup>22</sup> This flexibility also facilitates adjustment to different local conditions and cultures in different regions.<sup>23</sup>

The Merdeka Curriculum also emphasizes the importance of context, where learning is tailored to students' needs and situations.<sup>24</sup> Students can see the relevance between the material they are learning and their daily lives. This is important to increase student motivation and engagement in the learning process. It is hoped that through this method, students will not only gain knowledge, but also skills that are useful in their lives.<sup>25</sup>

The purpose of the Merdeka Curriculum is to improve the quality of education in Indonesia and prepare students to face future challenges, with a focus on developing character, skills, and knowledge as a whole. Independent Learning emphasizes freedom and creativity of thought. MIN 11 Blitar, implementing the Independent Curriculum has started since 2022, with several classes such as grades one, two, four, and five already using this curriculum. With the implementation of the P5 Project, MIN 11 Blitar has also shown good achievements in various competitions. MIN 11

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<sup>18</sup> Wiwin Windiana, Kamalatan Nihaya, and Muhammad Iqbal Nugraha, "The Challenges and Opportunities of the Merdeka Belajar Policy in Higher Education: The Prospects for Its Implementation," *Khazanah Pendidikan Islam* 6, no. 2 (December 2024), <https://doi.org/10.15575/kpi.v6i2.38548>.

<sup>19</sup> Heriyati Yatim et al., "Analysis of Habituation in Implementing the Merdeka Belajar Curriculum in Art Education in Schools," *Jurnal Administrasi* 10, no. 1 (January 2023), <https://doi.org/10.26858/ja.v10i1.45310>.

<sup>20</sup> Dewi Rahmadayanti and Agung Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (June 2022), <https://doi.org/10.31004/basicedu.v6i4.3431>.

<sup>21</sup> Siti Aminah and Mukh Nursikin, "Tugas Guru Di Kelas Dalam Implementasi Kurikulum Merdeka: Perspektif Islam," *Journal on Education* 5, no. 4 (2023).

<sup>22</sup> Wasehudin Wasehudin et al., "Transforming Islamic Education through Merdeka Curriculum in Pesantren," *Jurnal Pendidikan Islam* 9, no. 2 (December 2023), <https://doi.org/10.15575/jpi.v9i2.28918>.

<sup>23</sup> Haniza Pitaloka and Meilan Arsanti, "Pembelajaran Diferensiasi dalam Kurikulum Merdeka," *Seminar Nasional Pendidikan Sultan Agung IV* 4, no. 1 (December 2022), <https://jurnal.unissula.ac.id/index.php/sendiksa/article/view/27283>.

<sup>24</sup> Muhammad Nuzulul Qur'ani et al., "Implementasi Kurikulum Merdeka Belajar Di Madrasah Ibtidaiyah," *Al-Mudarris: Journal Of Education* 7, no. 1 (April 2024), <https://doi.org/10.32478/m1778y41>.

<sup>25</sup> Elisa Rosa et al., "Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka," *Journal of Education Research* 5, no. 3 (July 2024), <https://doi.org/10.37985/jer.v5i3.1153>.

Blitar has implemented the Merdeka Curriculum since 2022, making it one of the first schools to adopt this curriculum. This experience provides researchers with the opportunity to observe and analyze the implementation of the curriculum in depth in an environment that has adapted. In addition, students at this school come from various villages, not only Sumberjati Village, which allows researchers to explore how the Independent Curriculum meets the needs of students with different backgrounds. Adequate facilities and infrastructure, such as comfortable classrooms and modern learning facilities, also create a conducive environment for effective research. This study aims to explore teacher readiness in implementing the Merdeka Curriculum, including factors that can hinder its implementation. The focus of this study includes teacher preparation, learning implementation, and challenges faced in implementing the curriculum in the madrasah.

## RESEARCH METHOD

This study applies a qualitative descriptive approach to explore how teachers at Madrasah Ibtidaiyah Negeri 11 Blitar implement the Merdeka Curriculum. The qualitative approach was chosen because it can produce in-depth descriptive data related to the phenomenon being studied.<sup>26</sup> According to Bogdan and Taylor, qualitative research focuses on understanding human behavior in a social context, so that researchers act as data collectors through observation and interviews to obtain valid and relevant information.<sup>27</sup> Data sources in this study are divided into two categories: primary and secondary.<sup>28</sup> Primary data were obtained from direct interviews with the head of the madrasah, curriculum representatives, and class teachers. Meanwhile, secondary data sources include official school documents related to the curriculum and learning process. Data collection techniques used include observation to directly see learning activities, as well as interviews to obtain information from related sources.<sup>29</sup>

Data analysis was carried out systematically through three steps: data condensation, data presentation, and drawing conclusions.<sup>30</sup> Data condensation was carried out by summarizing

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<sup>26</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* (New York: Allyn & Bacon Boston, 1997).

<sup>27</sup> Muhammad Rizal Pahleviannur et al., *Metodologi Penelitian Kualitatif* (Medan: Pradina Pustaka, 2022), <https://doi.org/10.31237/osf.io/jhxxw>.

<sup>28</sup> Burhan Bungin, *Penelitian Kualitatif, Komunikasi, Kebijakan Public, Dan Ilmu-Ilmu Sosial Lainnya* (Jakarta: Kencana Prenada Media, 2017).

<sup>29</sup> J. P. Spradley, *Participant Observation* (Singapore: Waveland Press, 2016); Irving Seidman, *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (London: Teachers college press, 2006); Azzahra Sumaya et al., "Implementasi Kurikulum 2013 Dalam Mengembangkan Kemampuan Kognitif Anak Usia Dini Di TK Kasih Ibu Kota Jambi," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 10, no. 2 (July 2024), <https://doi.org/10.36989/didaktik.v10i2.3401>.

<sup>30</sup> Eva Nurlaily Rohmah and Moh. Hudi, "Implementasi Program '1-10-100' Pemerintah Kabupaten Lamongan Dalam Upaya Penanggulangan Stunting Di Kecamatan Sukodadi," *Journal Publicuho* 7, no. 3 (October 2024), <https://doi.org/10.35817/publicuho.v7i3.520>; Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (USA: SAGE Publications, 2013).

important information and eliminating irrelevant data. Data presentation was carried out in narrative form that facilitated understanding, while drawing conclusions aimed to identify the main findings of the study. This method allows researchers to provide a clear picture of the implementation of the Merdeka Curriculum at MIN 11 Blitar. The presence of researchers in the field is crucial to ensure the accuracy and representativeness of the data collected. Researchers interact directly with research subjects without giving instructions, so as to reduce bias and maintain objectivity.<sup>31</sup> With this approach, it is hoped that research can produce quality findings and make a significant contribution to the development of education in Indonesia, especially related to the implementation of the Merdeka Curriculum.

## **RESULT AND DISCUSSION**

### **Teacher Preparation in Implementing the Independent Learning Curriculum at MIN 11 Blitar**

Teacher preparation in implementing learning is a very important initial step. Each teacher has a different way of preparing learning activities, including compiling discussion units for three face-to-face meetings. This process also serves as a basis for planning learning activities, helping teachers carry out the learning process more focused and effectively. In this study, the researcher observed the teacher preparation process, which of course has advantages and disadvantages. Mr. Nurhuda, a grade IV teacher, explained that the steps in compiling learning devices include creating teaching modules that are integrated with the education calendar, annual program (prota), and semester program (prosem).

MIN 11 Blitar showed good readiness in welcoming the Independent Curriculum, as stated by Mr. Aceng Sutrisno, S.Pd, M.Pd as the Head of Madrasah. He emphasized the importance of competent teachers in the learning process, and has held socialization and webinars to improve understanding of the curriculum. The school also provides adequate facilities and infrastructure, such as books and a comfortable learning environment, so that students can focus on learning and achieve optimal results. However, there are several obstacles faced by teachers in the learning preparation process. Mr. Nurhuda said that a lack of understanding of the Independent Curriculum could hinder the process, such as difficulty in formulating learning objectives and choosing the right method. To overcome this, teachers can search for information independently and attend webinars to improve their understanding. Despite the challenges, teachers at MIN 11 Blitar remain committed to preparing learning well, following the steps that have been determined so that the learning process runs smoothly.

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<sup>31</sup> Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian kualitatif," *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (April 2021), <https://doi.org/10.21831/hum.v21i1.38075>.

A person's readiness to face and carry out an activity involves mental conditions, skills, and attitudes that need to be prepared. In the context of education, teachers act as professional educators who are responsible for teaching, guiding, and evaluating students at the elementary and secondary education levels. Teacher readiness includes adequate physical, social, and emotional skills. Every change in education has consequences that affect the goals and people involved, so it is important for each individual to prepare themselves for these changes. Merdeka learning must also be adjusted to the teacher's abilities to be effective.<sup>32</sup> Preparation for learning in the independent curriculum involves several stages.<sup>33</sup> First, teachers need to prepare themselves in the learning implementation process, which varies depending on the situation at MIN 11 Blitar. The teaching and learning process must be arranged with certain steps so that the expected results can be achieved. Furthermore, teachers must prepare learning objectives (TP) and learning objective flows (ATP) before starting learning activities, which are important for planning learning effectively and in accordance with student development. This is reinforced by research by Heni Jusuf and Ahmad Sobari entitled *New Paradigm Learning of Independent Curriculum in Elementary Schools*.<sup>34</sup>

After teachers have compiled and developed teaching modules, as well as relevant learning media. The teaching module contains media, methods, and guidelines that are systematically arranged to support learning achievements. The findings of this research on Preparation for the implementation of the independent learning curriculum by teachers at MIN 11 Blitar strengthen the findings of Ni Kadek Candra Purani and I Ketut Dedi Agung Susanto Putra entitled *Analysis of Teacher Readiness in Implementing the Independent Learning Curriculum at SDN 2 Cempaga*.<sup>35</sup>

Teachers at MIN 11 Blitar must ensure that the teaching media used is in accordance with the material being taught so that students can understand the lesson well. Students' experiences greatly influence their understanding, so teachers need to consider this aspect when creating learning media. Thus, teacher creativity in utilizing the right teaching modules and media is very important for the success of the learning process. This is reinforced by research by Leonagung Edu.<sup>36</sup>

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<sup>32</sup> Marhamah Marhamah and Zikriati Zikriati, "Mengenal Kebutuhan Peserta Didik Diera Kurikulum Merdeka," *Wathan: Jurnal Ilmu Sosial Dan Humaniora* 1, no. 1 (February 2024), <https://doi.org/10.71153/wathan.v1i1.32>.

<sup>33</sup> Meria Ultra Gusteti and Neviyarni, "Pembelajaran Berdiferensiasi Pada Pembelajaran Matematika Di Kurikulum Merdeka," *Jurnal Lebesgue: Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika* 3, no. 3 (2020), <https://doi.org/10.46306/lb.v3i3>.

<sup>34</sup> Heni Jusuf and Ahmad Sobari, "Pembelajaran Paradigma Baru Kurikulum Merdeka Pada Sekolah Dasar," *Jurnal Pengabdian Kepada Masyarakat UBJ* 5, no. 2 (2022), <https://doi.org/10.31599/1298zk08>.

<sup>35</sup> Ni Kadek Candra Purani and I Ketut Dedi Agung Susanto Putra, "Analisis Kesiapan Guru Dalam Penerapan Kurikulum Merdeka Belajar Di SDN 2 Cempaga," *Jurnal Pendidikan Dasar Rare Pustaka* 4, no. 2 (December 2022), <https://doi.org/10.59789/rarepustaka.v4i2.125>.

<sup>36</sup> Ambros Leonagung Edu, Petrus Redy P. Jaya, and Laurentius Ni, "The Phenomenon of Learning Motivation of Elementary School Students," *International Journal of Elementary Education* 5, no. 2 (June 2021), <https://doi.org/10.23887/ijee.v5i2.33934>.

## **Teacher Implementation in Learning Readiness of Independent Learning Curriculum at MIN 11 Blitar**

The implementation of learning is an educational activity that involves interaction between teachers and students, where learning objectives are set before the process begins. This shows that learning is a process of interaction in the learning environment. Teachers have an important role in shaping students' character and developing their potential. For this reason, teachers need to have basic knowledge about how to learn and the material being taught. They must be able to create an ideal learning environment and adapt to changes to improve their competence, because the role of teachers now involves managing the teaching and learning process, not just as teachers.

At MIN 11 Blitar, there are steps that must be taken before learning begins. This preparation includes determining the sources and learning devices used during the learning process. According to Ana Fauziyah, it is important to have an academic calendar to design teaching programs and modules properly. Learning resources such as books and LKS are prepared in advance, and if necessary, teachers can use the TV in the classroom to make learning more interesting. In addition, if possible, learning activities can also be carried out outside the classroom according to the material.

The creation of teaching tools and learning media is a crucial component in the implementation of merdeka curriculum.<sup>37</sup> Teaching tools include modules, teaching materials, and textbooks that support learning. The use of media in the classroom allows students to experience more interactive learning.<sup>38</sup> In each learning session, teachers can use various methods to suit students' needs, from lectures to discussions, to ensure students' understanding of the material being taught.<sup>39</sup>

Teachers at MIN 11 Blitar make thorough preparations before implementing learning, which is very important to ensure that students understand the material well. Teachers try to act effectively when starting and closing lessons, and ensure that there are supporting learning media

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<sup>37</sup> Ida Bagus Weda Wigena, Grystin Djein Sumilat, and Arif Sobirin Wibowo, "Sistem Subak Sebagai Sumber Belajar IPS Kurikulum Merdeka," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 2 (2023), <https://scholar.google.com/scholar?cluster=9184203881042746792&hl=en&oi=scholar>.

<sup>38</sup> Jusuf and Sobari, "Pembelajaran Paradigma Baru Kurikulum Merdeka Pada Sekolah Dasar."

<sup>39</sup> Mei Nur Rusmiati, Riswati Ashifa, and Yusuf Tri Herlambang, "Analisis Problematika Implementasi Kurikulum Merdeka Di Sekolah Dasar," *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran* 7, no. 2 (April 2023), <https://doi.org/10.35568/naturalistic.v7i2.2203>.



in each class to help students understand.<sup>40</sup> In implementing the Merdeka curriculum, teachers follow certain steps, starting from preparing learning materials that must be in accordance with the established competencies, to ensuring that the selected materials can help students achieve the desired learning objectives.<sup>41</sup> This is supported by research by Andang Heryahya, et.al.<sup>42</sup> Teachers use a variety of relevant teaching resources, including books, LKS, and the surrounding environment, to make the learning process more effective. The use of various learning resources, such as videos, also facilitates student understanding. This is in line with the explanation that learning resources include various media, including audio and visual, which support interaction between teachers and students. In this case, teachers at MIN 11 Blitar have completed the teaching materials before learning begins, including teaching modules and other learning media that are in accordance with the material being taught. This research is in line with the research conducted by Lilis Lisnawati, et.al., entitled The Role of Teachers in the Implementation of Differentiated Learning to Grow Student Learning Interest in Sociology Subjects.<sup>43</sup>

In addition, teachers at MIN 11 Blitar have been able to choose the right learning method to facilitate the teaching and learning process. The selection of this method is very important so that learning objectives can be achieved effectively. The effectiveness of teachers in designing assessments, both formative and summative, is also key to evaluating student understanding. This is reinforced by research conducted by Klis Dianti, et.al. entitled Assessment of Diagnostic, Formative and Summative Assessment Analysis and Its Implications for the Effectiveness of the Education Evaluation System.<sup>44</sup>

The assessment was carried out after learning to ensure that students understood the material that had been taught, and the results of the study showed that the implementation of the independent curriculum at MIN 11 Blitar required maximum effort from teachers so that students could understand the material well. This research is strengthened by research conducted by Fitria Carli Wiseza, et.al., with the research title Improving Student Learning Outcomes by Using the

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<sup>40</sup> Yunike Sulistyosari, Hermon Maurits Karwur, and Habibi Sultan, "Penerapan Pembelajaran IPS Berdiferensiasi Pada Kurikulum Merdeka Belajar," *Harmony: Jurnal Pembelajaran IPS Dan PKN* 7, no. 2 (December 2022), <https://doi.org/10.15294/harmony.v7i2.62114>.

<sup>41</sup> Restu Rahayu et al., "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak," *Jurnal Basicedu* 6, no. 4 (May 2022), <https://doi.org/10.31004/basicedu.v6i4.3237>.

<sup>42</sup> Andang Heryahya et al., "Analisis Kesiapan Guru Sekolah Dasar Dalam Implementasi Kurikulum Merdeka," *Journal of Education and Instruction (JOEAI)* 5, no. 2 (December 2022), <https://doi.org/10.31539/joeai.v5i2.4826>.

<sup>43</sup> Lilis Lisnawati, Septi Kuntari, and Muhammad Agus Hardiansyah, "Peran Guru Dalam Penerapan Pembelajaran Berdiferensiasi Untuk Menumbuhkan Minat Belajar Siswa Pada Mata Pelajaran Sosiologi," *AS-SABIQUN* 5, no. 6 (November 2023), <https://doi.org/10.36088/assabiqun.v5i6.4086>.

<sup>44</sup> Klis Dianti et al., "Analisis Asesmen Diagnostik, Formatif Dan Sumatif Serta Implikasinya Terhadap Efektivitas Sistem Evaluasi Pendidikan," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 5, no. 2 (April 2025), <https://doi.org/10.53299/jppi.v5i2.1234>.

Quantum Learning Method in Class V of State Elementary School 107/II Danau Buluh, Pasar Muara Bungo District, Bungo Regency.<sup>45</sup>

### **Inhibiting factors for the readiness of independent curriculum learning at MIN 11 Blitar**

In the implementation of independent curriculum learning, there are several obstacles that can affect the success of the learning process. Each teacher faces different obstacles, depending on the method they use. To understand these obstacles, the analysis must consider the challenges faced by students, so that their achievements can be improved. According to Mr. Nurhuda, a grade IV teacher, the main factor inhibiting learning readiness is the gap in understanding the material among students, which affects the choice of methods, media, and assessments. Some students often lack focus, making it difficult for teachers to prepare teaching modules. In addition, inadequate facilities and infrastructure are also an obstacle, even though MIN 11 Blitar already has sufficient facilities.

From this explanation, it can be concluded that there are several inhibiting factors that can affect the learning process. This encourages schools to evaluate the factors that inhibit learning. In Figure 4.8, it can be seen that MIN 11 Blitar still faces a gap in understanding among students, which can cause the class to be uncondusive. The discomfort of the learning environment, such as narrow classrooms and limited facilities and infrastructure, also disrupts the learning process.

Ms. Ana Fauziyah explained that obstacles to learning readiness are usually detected in the classroom, especially when conditioning students and when they start to lose focus. To overcome these obstacles, teachers need to use interesting and varied methods, not just relying on the drill method. Teachers are also advised to better understand the independent curriculum and present interesting materials, including learning outside the classroom. Periodic evaluations are also important to ensure the effectiveness of the learning process.

Based on the findings at MIN 11 Blitar, there are several inhibiting factors that affect teacher readiness in learning, one of which is the gap in students' understanding that varies. This causes some teachers to have difficulty in choosing the right learning method.<sup>46</sup> In addition, the lack of facilities and in madrasah, which is caused by the implementation of the new merdeka curriculum, is also an obstacle.<sup>47</sup> In this situation, teachers often feel confused when explaining the

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<sup>45</sup> Ulik Budiarti et al., "Meningkatkan Hasil Belajar Siswa Dengan Menggunakan Metode Pembelajaran Quantum Learning Di Kelas V Sekolah Dasar Negeri 107/II Danau Buluh Kecamatan Pasar Muara Bungo Kabupaten Bungo," *El-Madib: Jurnal Pendidikan Dasar Islam* 4, no. 2 (September 2024), <https://doi.org/10.51311/el-madib.v4i2.621>.

<sup>46</sup> Ferina Putri Ery Suwandi et al., "Strategi Pembelajaran Diferensiasi Konten Terhadap Minat Belajar Siswa Dalam Penerapan Kurikulum Merdeka," *Prosiding Seminar Nasional Pendidikan Dasar*, 2023.

<sup>47</sup> Nurmayuli Nurmayuli, "The Management of Facilities and Infrastructures in Educational Institution," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 6, no. 1 (October 2022), <https://doi.org/10.47766/idadrah.v6i1.92>; Noik Cahya Baity, Ghufonudin Ghufonudin, and Yosafat Hermawan Trinugraha, "The Implementasi Kurikulum Merdeka Dalam Proses Pembelajaran Di SMA Negeri 3 Surakarta," *PAKAR Pendidikan* 21, no. 2 (July 2023), <https://doi.org/10.24036/pakar.v21i2.397>.

material, and many students have difficulty understanding the lesson.<sup>48</sup> The results of this study are strengthened by research written by Swistiyawati and Indrayani with the research title Analysis of Students' Difficulties in Understanding the Concept of Science in Class II SD No. 5 Taman.<sup>49</sup>

One of the main inhibiting factors is the gap in students' understanding.<sup>50</sup> Some students do not understand the material being taught, so teachers have to repeat the previous material.<sup>51</sup> The varied learning methods also make it difficult for teachers to determine the right approach.<sup>52</sup> This is in line with research conducted by Adha, et.al entitled Identification of Teacher Difficulties in Preparing the 2013 Curriculum RPP in Elementary School Cluster 1 Kediri.<sup>53</sup> In addition, inadequate facilities and infrastructure are also a problem in implementing the independent curriculum.<sup>54</sup> MIN 11 Blitar still faces a lack of facilities, such as television and sound systems, in several classes. Teacher readiness in teaching is also very important; if teachers do not prepare themselves physically and mentally, learning can be less effective.<sup>55</sup> Research shows that many changes in education are needed to respond to developments in science and technology, so that human resources in the field of education must be able to adapt to these changes. This is in line with research conducted by Ningsi, et.al.<sup>56</sup>

## CONCLUSION

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<sup>48</sup> Namira Alfia Hikma, Zahra Marta Hafidzah, and Zulfa Dewina, "Pendekatan Guru Dalam Mengidentifikasi Dan Mendukung Peserta Didik Berkebutuhan Khusus Slow Learner Di Sekolah Dasar," *Education Achievement: Journal of Science and Research* 6, no. 1 (February 2025), <https://doi.org/10.51178/jsr.v6i1.2315>.

<sup>49</sup> Ni Luh Putu Swistiyawati and Ida Ayu Made Indrayani, "Analisis Kesulitan Siswa Dalam Memahami Konsep IPAS Di Kelas II SD NO. 5 Taman," *Dharmas Education Journal (DE\_Journal)* 5, no. 2 (2024), <https://doi.org/10.56667/dejournal.v5i2.1622>.

<sup>50</sup> Ode Hadiyanto et al., "Dinamika Interaksi Sosial Dalam Pembelajaran Di MTSS Al Madinah Kecamatan Sirimau Kota Ambon," *Jurnal Darma Agung* 32, no. 4 (2024).

<sup>51</sup> Widya Supriyani, I Nyoman Karma, and Baiq Niswatul Khair, "Analisis Strategi Pembelajaran Bagi Siswa Lamban Belajar (Slow Learner) Di SDN Tojong-Ojong Tahun Ajaran 2021/2022," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 3b (August 2022), <https://doi.org/10.29303/jipp.v7i3b.781>.

<sup>52</sup> Fransiska Faberta Kencana Sari, Firosalia Kristin, and Indri Anugraheni, "Keefektifan Model Pembelajaran Inquiry Dan Discovery Learning Bermuatan Karakter Terhadap Keterampilan Proses Ilmiah Siswa Kelas V Dalam Pembelajaran Tematik," *JPDI (Jurnal Pendidikan Dasar Indonesia)* 4, no. 1 (March 2019), <https://doi.org/10.26737/jpdi.v4i1.929>; Desy Wahyuningsari et al., "Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar," *JURNAL JENDELA PENDIDIKAN* 2, no. 04 (November 2022), <https://doi.org/10.57008/jjp.v2i04.301>.

<sup>53</sup> Nunung Adha, I Nyoman Karma, and Husniati, "Identifikasi Kesulitan Guru Dalam Penyusunan RPP Kurikulum 2013 Di SD Gugus 1 Kediri," *Renjana Pendidikan Dasar* 1, no. 3 (2021).

<sup>54</sup> Defany Dwi Rahmadhani et al., "Analisis Problematika Penerapan Kurikulum Merdeka Di Sekolah Dasar," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 4 (2023).

<sup>55</sup> Safani Bari, Mohd Hanafi Mohd Yasin, and Mohd Nazri Hamzah, "The Readiness of Special Education Trainees to Teach in Inclusive Program," *International Education Studies* 7, no. 13 (December 2014), <https://doi.org/10.5539/ies.v7n13p206>.

<sup>56</sup> Ayu Ningsi et al., "Identifikasi Tantangan Dan Strategi Dalam Implementasi Kurikulum Merdeka Pada Tingkat Sekolah Dasar," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 2 (January 2024), <https://doi.org/10.51169/ideguru.v9i2.877>.

The implementation of the Independent Learning Curriculum at State Elementary School 11 Blitar shows the readiness of teachers in facing curriculum changes. Teachers have prepared learning plans that include Learning Objectives, Learning Objective Flow, and Teaching Modules that contain methods, tools, and learning assessments according to the principles of the Independent Curriculum. This preparation is strengthened by the active participation of teachers in various competency improvement activities such as socialization, training, workshops, and training both from the ministry and internal schools. In the implementation, teachers prepare teaching materials based on effective weeks, use a variety of media and learning resources, and apply appropriate learning methods. Learning assessments are carried out formatively and summatively to monitor student development as a whole. One of the main challenges is the difference in student understanding levels that affects the effectiveness of learning. At the institutional level, obstacles are still found such as limited supporting books in several subjects, less than optimal teacher training, and the absence of pilot schools that can be used as references. In addition, the lack of experience and skills of teachers in implementing the Independent Curriculum, coupled with the lack of facilities and infrastructure, are inhibiting factors in realizing independent and meaningful learning.

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