

HOW THE READINESS OF TUTORS AND LEARNERS IN THE IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM

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ABSTRACT

This study aims to determine the readiness of tutors and students in implementing the independent learning curriculum. The curriculum is a set of strategies and careful arrangements to achieve educational goals. The results of this study show that there are variations in the level of readiness with some tutors and students showing high readiness while others still need additional support. All of this can provide valuable insights for schools or institutions that make educational policies to direct efforts to support effective and equitable curriculum implementation. The readiness of tutors and learners varies with factors such as teaching experience and access to educational resources having a significant influence on their readiness. The independent curriculum provides greater autonomy for teachers to design creative and innovative learning so that the learning process becomes more relevant, immersive and enjoyable for learners. However, it also requires tutors or teachers to have a deep understanding of the curriculum structure and be able to design effective teaching modules.

Keywords: Tutor and Learner Readiness, Implementation of Merdeka Belajar Curriculum

INTRODUCTION

The period of Indonesia's independence. In Indonesia, education continues to develop and transform to meet the demands of the times and foster the younger generation in Indonesia to face global challenges. The most important consideration in the development of education in Indonesia is the progress and equity of education. The government has taken several steps to improve the quality of education, starting with improving the environment and expanding educational infrastructure, equipment, and multiplying to improve the quality of teachers. The most important factor in educational development in Indonesia is educational progress. The curriculum plays an important role in shaping the quality of education. As stated by Ihsan (2022) the criteria to include a set of guidelines for the implementation of learning activities, including plans and arrangements for objectives, content, learning materials and methodology. It serves as a roadmap for educators to navigate the teaching and learning process effectively, in this case the freedom to learn curriculum stands out as an important step towards improving quality in education through continuous improvement. This transformative approach to education pressures. The independent curriculum is the latest curriculum process introduced by the Ministry of Education and National Development of the Republic of Indonesia. The purpose of this curriculum is a regulation that emphasizes schools in creating a curriculum that suits their interests and potential. One of the latest efforts in improving the quality of

education is through the independent learning curriculum. The Merdeka Belajar policy designed by the Minister of Education and Culture aims to transform the Indonesian education system by emphasizing autonomy and flexibility for schools, tutors, teachers and learners. The curriculum is designed to allow greater flexibility for schools, tutors and students in determining learning methods that suit their individual needs and potential.

Through this approach, students are expected to develop into independent, creative and innovative individuals. From Law No. 20 of 2003 on the National Education System, the curriculum is a

set of plans and agreements regarding learning materials and learning methods that guide the implementation of the teaching and learning process. Curriculum, as a similar learning in preparation and development of the times is immediately applied to obtain the desired goals.

The implementation of an independent learning curriculum requires readiness from various parties, especially tutors and students. Tutors can play an important role in directing and facilitating a more dynamic and interactive learning process. They are required to be able to adapt to changes in teaching methods, utilize information technology and develop learning strategies that can stimulate student independence and creativity. On the other hand, students also have the requirement to process learning more, develop critical thinking skills, and have high motivation to learn independently.

However, the readiness of tutors and students to deal with this change is still a big question. Many tutors may not fully understand and be ready to implement the concepts and methods of the independent learning curriculum. Meanwhile, students may face difficulties in adapting to new and more independent learning methods, especially if they are used to more traditional learning approaches. According to Sanjaya (2010) the curriculum is designed to help students achieve the purpose of education which is to prepare future generations of the nation's people who can live in society.

RESEARCH METHODS

Systematic Literature Review (SLR) is a method for identifying, assessing, and interpreting all available research papers relevant to a research question or topic area. The term Systematic Literature Review (SLR) refers to the process of identifying, classifying, and evaluating all available research materials with the aim of providing answers to specific research questions (Kitchenham et al., 2009). SLR research is conducted to identify, evaluate, and interpret all research findings relevant to the current research question, topic under investigation, or phenomenon under consideration (Kitchenham et al., 2009). The purpose of this research, known as a Systematic Literature Review, is to identify potential research directions that will help address the problem under discussion and identify different prospective research directions in relation to the problem under study and provide insight into relevant theories.

The steps in conducting a Systematic Literature Review (SLR) are:

1. The definition of a Research Question is a clear formulation of the research question or hypothesis that will be answered by the SLR.
2. Protocol Development is the preparation of a protocol that includes criteria and methods for selecting studies including inclusion and exclusion criteria.
3. Literature search is a thorough literature search in databases, journals, and other sources to find relevant studies.
4. Study Selection is to screen the literature found based on predetermined criteria

- to select studies that are relevant to the research questions
5. Data Extraction is the systematic pulling of relevant data from the selected studies.
 6. Quality Assessment is to evaluate the quality and reliability of the selected study.
 7. Data synthesis is analyzing and synthesizing data to draw conclusions about the research questions.
 8. Reporting results is to present findings in a structured format, often including a summary of evidence, limitations and implications for future research.

RESULTS AND DISCUSSION

Result

In the independent curriculum, educational resources also include various materials used by teachers or educators to target Pancasila student profiles and learning outcomes. It is found that the availability carried out by the teacher is in accordance with the existence of 5 indices.

First, understanding the curriculum structure where there are strengths known that tutors or teachers can already understand the curriculum structure in general and weaknesses such as those experienced by tutors or teachers still need training to understand more about intracurricular learning, P5 and extracurricular projects. This is in line with (Purani 2022) states that teachers' understanding of the characteristics of the curriculum, independent learning designed to help students improve their sense of Pancasila through learning and projects in the classroom but few people outside the school know about it. Because besides that, it also has to adjust in subject regulations.

Both Learning Plans have strengths such as tutors or teachers have been able to create teaching modules that are in accordance with the context of the characteristics and needs of students and weaknesses experienced by tutors or teachers are still focused on implementing learning in the classroom and need training to develop more creative and innovative teaching modules. Third, namely readiness in the learning process, there is strength in the learning process in order to be carried out in stages, starting from low classes.

Fourth, namely readiness in teaching modules, there are strengths for teachers who already understand the teaching modules stipulated in the independent learning curriculum and weaknesses for teachers who still need training to be able to improve their understanding of teaching modules and how to use them effectively.

Fifth, learning assessment in the strengths of tutors or teachers can understand the concept of learning assessment in the independent learning curriculum and the weaknesses in teachers still need mentoring training to develop more holistic and authentic assessment instruments.

In particular, tutors or teachers can show initial readiness in implementing the Merdeka Belajar Curriculum. However, there are still several stages that require further training and assistance, namely:

- Understanding of intracurricular, P5 project and extracurricular learning.
- Creative and innovative teaching module development.
- Diversify learning methods.
- Development of holistic and authentic assessment instruments.

With this training and mentoring, tutors or teachers can improve readiness in implementing the Merdeka Belajar Curriculum effectively and optimally so as to produce a quality and globally competitive young generation. The independent learning curriculum has been implemented in many educational units in

Indonesia. Implementing a new mechanism will certainly have an impact on the parties involved.

However, the demands on tutors or teachers are still great so that this curriculum can be implemented optimally. What happens in the field is that schools or institutions with technological reach are increasingly developing while schools in remote areas are getting worse. Therefore, the implementation of this independent curriculum can have an impact that is felt not only by tutors or teachers but also students and other education personnel.

Providing learning autonomy and flexibility to students through Merdeka Belajar Curriculum can indeed have a significant positive impact on them such as; 1) developing interests and talents, 2) forming competencies and characters, and 3) increasing learning activeness.

Furthermore, in the description above, there are positive impacts in the Merdeka Belajar Curriculum, which also has several challenges, especially for institutions and regions that have limited access to technology, resources, and infrastructure. This negative impact can be felt by various parties, such as students, teachers, tutors and other education personnel. There are several negative impacts on learners; 1) Difficulty accessing information and technology, 2) Lack of support for educators, and 3) Learning load beyond capacity.

Merdeka Belajar Curriculum has a noble goal to realize meaningful and effective learning. Achieving this curriculum goal requires commitment and cooperation from various parties, including the government, schools, tutors, teachers, parents and the community. With proper and sustainable implementation, it can be expected that this curriculum will create a young generation of Indonesia with quality, character and ready to face future challenges. Tutors or teachers in order to be ready in the implementation of an independent curriculum in the curriculum have design principles in the curriculum that are based on the results of the evaluation of the previous curriculum and the foundation and approach to curriculum development. The principles of curriculum design understood in the context of an independent curriculum have three principles, namely (1) Ensuring and supporting the improvement of skills and character, (2) Flexible, (3) Centered on essential content.

Characteristics in the curriculum in the readiness of tutors or teachers and students so that learning can play an important role in supporting the achievement of the objectives of the independent curriculum and are formulated in such a way based on philosophical, sociological and psychopedagogical foundations. There are several characteristics in independent curriculum learning, namely:

- Understand learners' learning and development needs.
- Adjustment of learning based on needs.
- Prioritizing learning progress.
- Collaborative Reflection.

Implementation of the Independent Curriculum Learning by learners can involve several important aspects that affect how they can adapt and participate in the learning process.

Explanation of how learners in the implementation of the independent curriculum:

1. Independence in learning is a learning media curriculum that encourages students to become more independent in the learning process. Learners can also explore the material freely, discover their interests and talents and can develop skills in critical thinking.
2. Self-development is where learners can be given the opportunity to develop their potential through various projects and activities that are relevant to real life. Learners are involved in project-based learning that allows them to apply knowledge practically.
3. Active Engagement is a curriculum that prioritizes the active involvement of students in the learning process. Students can be encouraged to participate in class discussions, group work and other collaborative activities that develop social and communication skills.
4. Learning Flexibility in Merdeka Belajar Curriculum is the first step to improving the quality of education in Indonesia. With proper implementation and support from all parties, it can

help learners reach their full potential and develop into individuals who are ready to face future challenges.

5. Competency-based evaluation is an independent learning curriculum that focuses on competence and understanding of concepts, not just memorization. Learners are assessed based on their ability to apply knowledge in real situations, which helps them to understand the material more deeply.
6. Technology use is an important tool in the independent learning curriculum. Learners utilize technology to find information, communicate and complete learning tasks. It can also help them to be better prepared for the challenges of the digital age.
7. Guidance and Support is where the teacher acts as a facilitator who provides guidance and support to students. Students also get constructive feedback that helps them grow and improve their weaknesses.

Curriculum structure is a framework that organizes and organizes the educational content and instructional methods used to achieve learning objectives. This structure includes the determination of subjects, time allocation, order of presentation of materials, as well as the assessments that will be conducted to evaluate student achievement.

Merdeka Belajar Program is a major step taken by the government to improve the quality of education in Indonesia. This program was published in 2019 by the Minister of Education and Culture which aims to; provide flexible autonomy, increase motivation and interest in learning, develop a Pancasila learner profile. The implementation of Merdeka Belajar Program is still in its early stages and still needs time for its comprehensive impact, but with this program, it is hoped that it can bring positive changes to education in Indonesia and be able to improve the quality of human resources in the future.

The Merdeka Belajar policy is expected that teachers can focus more on student learning and students can learn more. However, the Merdeka Belajar education program also has many pros and cons that occur both in schools and in the community. Various opinions emerge and develop along with the implementation of this policy. This shows that teachers must be prepared to implement and play an important role in the implementation of the independent learning policy. It is this teacher readiness that will determine the success of the implementation of the independent learning policy. This is because teachers are directly involved in the implementation of the independent learning policy. Because no matter how good the policy is made, if the teachers who run it do not have good abilities and mature readiness, then the policy will not run well. The role of schools in preparing for the implementation of independent learning is very important. The hope is that this independent learning policy can run well and that educational goals are achieved. The goal of independence can be achieved if there are actions taken by educational actors at school, namely the principal, school officials, teachers, and students.

This is in accordance with (Sholihah, 2023) who said that the independent curriculum in the lower grades focuses more on developing skills, counting and reading. In the learning process, it is more often done by learning individually because low-grade children are still learning for things related to their personal abilities first.

Table 1. Example of table writing

No	Title/Content	Note
1	Mia Marsela Pratiwi ¹ , Yasir Arafat ² , Murjainah ³ Analysis in 2023 with the title "Teacher Readiness in Implementing Learning Merdeka Curriculum Learning at SD Negeri 122 Palembang"	Research Results The readiness of Grade 1 Teachers in Implementing Independent Learning Curriculum Learning at SD Negeri 122 Palembang Overall, the results of the study show that grade 1 teachers at SD Negeri 122 Palembang show good readiness

		<p>in implementing independent learning curriculum learning. This readiness needs to be maintained and improved through various training and professional development so that teachers can carry out quality learning and help learners reach their full potential.</p> <p>Suggestions need to be carried out periodically monitoring and evaluation to see the development of teacher readiness in implementing the Merdeka Belajar Curriculum. It is necessary to hold continuous training and professional development to improve teachers' knowledge and skills in implementing Merdeka Belajar Curriculum. It is necessary to socialize the Merdeka Belajar Curriculum to parents and the community so that they can support and assist teachers in implementing learning.</p>
2	<p>Sabrina Dyah Ratsyari, Anik Ghufon Educational Technology, Yogyakarta State University entitled "School Readiness for the Implementation of Merdeka Belajar".</p>	<p>The results of the study explain that the research discusses the readiness and school policies in implementing the independent learning policy where the principal's policy on school exams in 2021 is that in terms of the form of school exams, the principal urges each subject teacher to develop a form of assessment (assessment) for school exams. In terms of implementation time, it is flexible, adjusted to the form of assessment of each subject which can be taken in semester 5 and or semester 6. Planning for the Minimum Competency Assessment (AKM) in 2021, when viewed from the perspective of the principal's policy, there are three, namely: (1) teachers provide literacy summary assignments to students, which can be in the form of visual or audio-visual media. (2) Teachers can create questions in the learning module that include comprehension, comparison, reasoning, analysis, and evaluation questions. (3) The counseling guidance teacher opens online counseling every Saturday. When viewed in terms of school equipment readiness, SMK YPP Purworejo is ready for AKM planning in 2021, this is indicated by several activities carried out by the school, in this case the head of curriculum and the teaching section team: (1) Has</p>

		<p>participated in the AKM simulation held by puspendik in February 2020. (2) Ensuring that all computer labs are in good condition. Because later the teacher will make examples of AKM questions (such as the Trial Test) that students must do through the PC at school. (3) Surveying some of the needs of teachers and students by adjusting the conditions and facilities at the school.</p>
3	<p>Ni Kadek Candra Purani¹, I Ketut Dedi Agung Susanto Putra² ^{1,2}Primary School Teacher Education Study Program, ITP Markandeya Bali, Bangli, Indonesia in 2022 with the title "Analysis of Teacher Readiness in Implementing the Independent Learning Curriculum at SDN 2 Cempaga".</p>	<p>The results of the research explain that the research that the readiness of teachers in implementing the independent curriculum is seen from the results of interviews in accordance with the 6 indicators shows that overall the teachers are still not ready to implement the independent curriculum. There is still a lack of understanding regarding the structure of the independent curriculum and there is still a need for training regarding the preparation of teaching modules and learning assessments in the independent curriculum. The teachers still do not have a clear picture of the implementation of the independent curriculum. The level of readiness shown can be a consideration for schools to immediately respond to problems. In addition, the concept of an independent curriculum needs to be understood by all elements of the educational institution, so that its implementation can run optimally, effectively and efficiently and be able to achieve the objectives of the independent curriculum itself.</p>
4	<p>Anuraga Kusumah, Hartanti Nugrahaningsih, Titing Suharti, Ranea Shinta Aminda, Agung Wibowo, Gemy Ghethan in 2022 entitled "Tutor Assistance in Facing the Implementation of the Merdeka Curriculum at PKBM Pelagi Satya Darma".</p>	<p>The results of the research explain that the research that the process of implementing the independent curriculum has gone quite well but still cannot be said to be free from problems because there are still participants who choose the initial stage of funds for the advanced stage is still 3%, the obstacles experienced by PKBM in implementing and implementing the Merdeka Curriculum are almost similar, namely the lack of information and also the socialization of the Merdeka curriculum on the PKBM party, with activities like this it really helps the PKBM and the teachers involved to be able to implement the Merdeka Curriculum. However, basically these</p>

		<p>stages are not required to be fully implemented until the advanced stage because the readiness of each participant is completely different. This stage only helps PKBM participants to map the independent curriculum and helps the government to be able to measure how much this curriculum has been absorbed or implemented.</p>
5	<p>Oktaviani Kurnia Sari, Nailariza Umami, entitled "Teacher Readiness in Implementing the Merdeka Curriculum at SMA Negeri 1 Pakel", Tulungagung Regency.</p>	<p>The results of the study explain that the study describes the readiness of teachers in the independent curriculum, including the first, namely before implementing the independent curriculum in schools, teachers are given a briefing so that teachers understand the implementation of the independent curriculum properly. Teachers must understand the structure of the independent curriculum in which there is intracurricular and co-curricular learning. In the independent curriculum teachers must also have readiness in lesson plans. Lesson plans are designed to guide teachers to carry out learning to achieve learning objectives. Teachers must also have readiness in the learning process. Independent curriculum learning is expected to implement differentiated learning. In implementing an independent curriculum, it is necessary to have the readiness of facilities and infrastructure to support the successful implementation of an independent curriculum. The availability of facilities and infrastructure provided at SMA Negeri 1 Pakel is quite adequate, such as the existence of a projector in each class and there are already books provided in the library to add references for students and teachers. In addition, there is also a need for the readiness of teaching material modules so that teachers in carrying out learning must refer to the teaching modules that have been made. In the independent curriculum, teachers must also be prepared to carry out assessments in accordance with the independent curriculum which includes summative assessment and formative assessment.</p>
6	<p>Inggit Dyaning Wijayanti¹, Intan Nur Ngazizah², 2023, entitled "Readiness of Madrasahs to Implement the Merdeka Curriculum at MIN 2 Bantul".</p>	<p>The results of the study explain that the research shows that the readiness of the Madrasah giri at MIN 2 Bantul in implementing the independent curriculum is quite ready, what teachers do in preparing for</p>

		<p>implementation is by understanding the characteristics of changes in the independent curriculum, reviewing and comparing learning outcomes and teacher books and student books, analyzing learning outcomes by compiling goals and flow in learning, compiling teaching tools or materials, and understanding the assessment of the independent curriculum. Madrasahs as policy makers and implementers in the learning process so that they must facilitate teachers to conduct periodic technical guidance or training held by the ministry of religion or from outside agencies and teachers conduct self-study related to the independent curriculum through several platforms that have been provided.</p>
7	<p>Nurul Alga in 2023 entitled "Teacher Readiness in the Implementation Process of the Merdeka Curriculum in Elementary School".</p>	<p>The results of the study explain that the study explains "The Readiness of Educators in Implementing the Independent Curriculum in Elementary Schools", it can be concluded that the educators participated in a series of socializations related to the implementation of the Merdeka Curriculum and understood how to implement the Merdeka Curriculum in elementary schools, although there were obstacles for some educators in learning the Merdeka Curriculum online, there were efforts made to overcome this, which was also supported by peers and education units. Educators in planning lessons make every effort to implement the independent curriculum in the first year or during the training period, but of course, because it is still in the training period, there must also be obstacles faced by educators, especially in preparing modules. During the module design process, educators need to further understand how to identify the characteristics of students, then how to formulate learning outcomes (CP), then determine or describe learning outcomes (CP) into learning objectives (TP) and education personnel learning objectives into a flow of learning objectives (ATP). Likewise with the learning process, educators carry out and develop learning. well. Educators also conduct assessments in accordance with the provisions stipulated in the Merdeka Curriculum and also process the assessment results for evaluation</p>

		<p>materials and see learning outcomes until the final score is obtained and a learning outcome report is obtained. The availability of education unit facilities and infrastructure also strongly supports the implementation of the Merdeka Curriculum, starting from the availability of classrooms, playrooms, green spaces or fields, as well as learning supporters such as projectors, the internet and learning media.</p>
8	<p>Rani Febrianningsih, Zaka Hadikusuma Ramdan in 2023 entitled "Teacher Readiness in Implementing the Merdeka Belajar Curriculum in Elementary Schools.</p>	<p>The results of the study explain that the readiness of teachers in implementing the independent curriculum to learn is seen from the results of observations and interviews in accordance with the 6 indicators, which show that there is still a lack of understanding regarding the structure of the independent curriculum and still needs training related to the preparation of teaching modules, learning assessments and still needs the readiness of facilities and infrastructure to support success in implementing the independent curriculum. Teachers still do not have a clear picture related to the implementation of this curriculum. The level of preparation delivered is very important so that schools can immediately respond to teacher concerns. In addition, the concept of this curriculum must be understood in relation to all elements of the educational institution so that its implementation is optimal, effective and efficient and achieves the objectives of this curriculum. For this reason, efforts are still needed from schools in maximizing their potential and strong will to implement the Merdeka Curriculum as expected by the Ministry of Education and Culture in order to realize the profile of Pancasila students.</p>
9	<p>Ayyesha Dara Fayola in 2023 entitled "The Urgency of Teacher and School Readiness for the Implementation of Merdeka Belajar Curriculum in Elementary Schools. The results of the study explain that there is a need for offline training for teachers in an effort to understand the theory and method of application in the independent curriculum.</p>	<p>The results of the study explain that there is a need for offline training for teachers in an effort to understand the theory and method of application in the independent curriculum, so that they can implement the independent curriculum optimally. School readiness is also very important because with good readiness, schools can maximize the benefits of the independent learning curriculum, improve the quality of</p>

		education and cloud student development optimally.
10	Jamjemah *1, Djudin Tomo2, Erlina3, Agung Hartoyo4 in 2022 entitled "Analysis of Teacher Readiness in Implementing Independent Curriculum Learning at SDN 47 Penanjung Sekadu".	The results of the study explain that by learning the independent teaching platform, teachers can improve their competence by learning various training materials, increasing their capacity when using various teaching tools, measuring student abilities using assessments, and getting extensive opportunities to contribute to sharing their work to be accessible and inspiring for other teachers, then the socialization stage where they can learn and understand the structure of the independent curriculum and training independently through the independent teaching platform.

Discussion

From some of the literature which is the source of reference for researchers, most of the discussions are related to the results of the implementation of the independent learning curriculum, which regarding the readiness of teachers in implementing the learning of the independent learning curriculum shows that tutors or teachers have understood the curriculum structure which includes intraculicular components, student profile strengthening projects know the format of lesson plans (RPP) because they often attend training - training organized by schools and education offices. Regarding readiness in learning assessment, teachers have understood how to conduct assessments in the independent learning curriculum. However, they still attend additional trainings to ensure that the assessment of learners can run well.

The implementation of the independent curriculum is quite ready, but teachers can prepare for this implementation by understanding the characteristics of the independent curriculum changes by reviewing and comparing the outcomes of learning and teacher and student books, analyzing learning outcomes by compiling objectives and flow in learning, compiling teaching tools or materials and understanding assessment in the.

CONCLUSIONS

Based on the above review, it can be concluded that: 1) tutors or teachers have readiness in accordance with the 5 indicators, 2) Tutors or teachers and students can understand the characteristics of the independent curriculum change, 3) students can understand the important aspects of readiness for the implementation of an independent curriculum for learning, 4) Readiness in understanding the curriculum structure, tutors or teachers already know the form of the curriculum structure which consists of intraculricular activities, projects to strengthen the Pancasila profile and extracurricular activities, 5) Tutors or teachers and students can know and understand the policies that have been attached.

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