

Teacher Readiness to Apply Independent Curriculum Learning Tools in Private Madrasah Ibtidaiyah Palangka Raya City

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Abstract

The implementation of the Independent Curriculum is organized based on levels, namely PAUD, SD/MI, SMP/MTs, SMA/MA, and SMK/MAK. This research aims to determine the readiness of teachers in implementing the Merdeka Curriculum learning tools in the Private Madrasah Ibtidaiyah of Palangka Raya City, Central Kalimantan Province, especially in MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS Nahdlatul Ulama (NU) in class I and class IV. The teacher's readiness is focused on (1) Learning Objectives (TP), (2) Learning Objectives Flow (ATP), (3) Teaching Module (MA), (4) Student Worksheet (LKPD), (5) Project for Strengthening Pancasila Student Profiles (P5), and Rahmatan Lil Alamin Student Profile (PPRA). The approach used in this research is qualitative with descriptive research type. The data collection technique used is observation when teachers are in the learning process implementing the Independent Curriculum. Then, interview techniques to explore teacher information regarding their understanding of the application of the Merdeka Curriculum learning tools. The research sites were at MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS Nahdlatul Ulama (NU) with a total of 18 teachers from the three Private Madrasah Ibtidaiyah. The data analysis technique used is the Miles Huberman model which consists of (1) data collection, (2) data reduction, (3) data presentation or analysis, and (4) drawing conclusions. The research results show that teachers as educators welcome and are ready for the implementation of the Independent Curriculum. Readiness to apply this to learning tools, namely Learning Objectives (TP), Learning Objective Flow (ATP), Teaching Modules (MA), Student

Worksheets (LKPD), and the Project for Strengthening the Pancasila Student Profile (P5) and the Rahmatan Lil Alamin Student Profile (PPRA). Efforts made include participating in various training activities and technical guidance related to the implementation of the Independent Curriculum, urgency and policies, as well as components of learning tools that need to be prepared or completed before implementing the Independent Curriculum.

Keywords: *Teacher Readiness, Implementation of the Independent Curriculum*

INTRODUCTION

The development of the times is one of the things that influences the educational process. As time goes by, there is an increase and equalization of the quality of education which is a challenge for the government in responding to it. Education is a process for humans to obtain their rights and obligations in a fair, decent and civilized manner. Education as a system consists of input, process and output. Input is the student who carries out learning activities, while the process is the activity that the students themselves go through. The process of implementing this education is of course expected to produce students as quality human resources. Continuously improving quality is one of the goals of education (Pristiwanti et al. 2022).

As for the function of education, it is stated in Law no. 20 of 2003 concerning the objectives of National Education Chapter II Article 3 reads: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students so that they become human beings who have faith and are devoted to God Almighty. One, noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen."

Therefore, education always coexists with developments over time. It cannot be denied that education in Indonesia is currently still at the improvement stage. Various national and international studies show that Indonesia has experienced a learning crisis (learning loss) for quite a long time. These studies say that underprivileged Indonesian children will understand simple reading and basic math concepts. Education in Indonesia also shows disparities between regions and social groups. The emergence of the Covid-19 pandemic is also one of the reasons that has further worsened the education system in Indonesia. Learning that started with face-to-face methods has shifted to distance learning (Muhafid et al. 2023).

Regarding this problem, the steps taken by the government to advance education are improvements to the curriculum. The emergence of the Independent Curriculum is the development of a new curriculum that the government is trying to overcome problems that are still occurring (Hamdi et al. 2022). The Merdeka

Curriculum still sounds strange, especially for teachers as facilitators of students who have to open their minds and learn new knowledge. So, it is not uncommon for some teachers to feel confused and curious about the Independent Curriculum system created recently by the government. The implementation of the Independent Curriculum is organized based on levels, namely PAUD, SD/MI, SMP/MTs, SMA/MA, and SMK/MAK. The basic level, namely Elementary School or Madrasah Ibtidaiyah, in readiness to implement the Independent Curriculum, must make preparations first. Because there are new terms in the Merdeka Curriculum, such as Learning Objectives (TP), Learning Objective Flow (ATP), Teaching Module (MA), Project for Strengthening the Pancasila Student Profile (P5), and Rahmatan Lil Alamin Student Profile (PPRA) for this level. base under the auspices of the Ministry of Religion (Rizal et al. 2022).

Based on data from the Ministry of Religion of Central Kalimantan Province, there are 28 Madrasah Ibtidaiyah in Palangka Raya City. Consists of 5 State Ibtidaiyah Madrasas and 23 Private Ibtidaiyah Madrasas. As for the decision of the Director General of Islamic Education Number 1443 of 2023 concerning Madrasas Implementing the Independent Curriculum for the 2023/2024 Academic Year, especially in Palangka Raya City there are 11 Private Ibtidaiyah Madrasas implementing it. These private Madrasah Ibtidaiyah include: MIS Islamiyah, MIS Miftahul Huda 1, MIS Nahdlatul Ulama, MIS Muslimat NU, MIS Al-Jihad, MIS Darussa'adah, MIS Hidayatul Muhajirin, MIS Miftahul Huda 2, MIS Mutiara Insan, MIS Darul Muallaf, and MIS Fathul Iman.

The reason the researcher chose MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS NU (Nahdlatul Ulama) as research sites, namely (1) Private Madrasah Ibtidaiyah which has just implemented the Independent Curriculum in the new academic year 2023/2024, (2) implementing the Independent Curriculum in stages, namely in class I and class IV, (3) the teachers at the Private Ibtidaiyah Madrasas have attended training, technical guidance, or workshops related to the implementation of the Independent Curriculum, (4) The three madrasas are Private Ibtidaiyah Madrasas located in the City Palangka Raya, Central Kalimantan Province which has more than 450 students.

Therefore, in this research, researchers need to know the readiness of teachers at the Private Madrasah Ibtidaiyah City of Palangka Raya, especially at MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS NU (Nahdlatul Ulama) in implementing the Independent Curriculum which can be formulated with the thesis title "Teacher Readiness Implementing Independent Curriculum Learning Tools in Private Madrasah Ibtidaiyah Palangka Raya City."

This research is limited only to the readiness of teachers in implementing the Merdeka Curriculum learning tools in the Private Madrasah Ibtidaiyah of Palangka Raya City which is simultaneously starting to implement the Merdeka Curriculum in the new

school year 2023/2024 for class I and class IV. The aim is to determine teacher readiness in implementing the Independent Curriculum learning tools which are focused on the following learning tools:

1. Learning Objectives (TP)
2. Learning Objective Flow (ATP)
3. Teaching Module (MA)
4. Student Worksheet (LKPD)
5. Project for Strengthening the Pancasila Student Profile (P5) and Rahmatan Lil Alamin Student Profile (PPRA)

Learning Objectives (TP) are achievements that must be met by students in the learning process. The formulation of learning objectives should contain two main components, namely competence and scope of material. The Learning Objectives Flow (ATP) or in the 2013 Curriculum known as the syllabus is a reference material for compiling teaching modules (Mahmudah et al. 2023). The Teaching Module (MA) or in the 2013 Curriculum known as RPP (Learning Plan Plan) is a document which contains the objectives, steps, learning media and assessments required in one topic based on the flow of learning objectives. The Teaching Module contains more complete items, divided into three, namely general information, core information and attachments. Apart from that, the characteristic or difference between the Merdeka Curriculum and the previous curriculum is the Pancasila Student Profile Strengthening Project (P5) which is designed to realize student profiles produced through the Indonesian education system. The Pancasila student profile has a competency formulation that complements the focus on achieving graduate competency standards by instilling character values related to Pancasila. Meanwhile, the Rahmatan Lil Alamin Student Profile (PPRA) is one option in developing a moderate religious concept to care for Indonesia's diversity without having to uproot existing traditions and culture (Kemendikbudristek).

METHODS

This research uses a qualitative approach with a descriptive type. A qualitative approach is an approach used in research to investigate, discover, describe and explain the qualities or features of social influence that cannot be explained, measured or depicted through a quantitative approach (in the form of numbers). (Nurdin, I. et al. 2019). The reason the researcher uses a qualitative approach is because in this research it will describe or describe a social situation that occurs in the Private Madrasah Ibtidaiyah of Palangka Raya City. Especially at MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS Nahdlatul Ulama (NU) which are related to teacher readiness to apply the Independent Curriculum learning tools in the learning process. The data in this

research is in the form of a sentence by sentence structure obtained from observations, interviews and documentation.

The research was carried out from June 2023 to June 2024. The research locations were at 3 Private Ibtidaiyah Madrasahs in Palangka Raya City, namely MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS Nahdlatul Ulama (NU). There are two data in this research, namely primary data and secondary data. The primary data that will be sought in this research is data during observations and interviews with teachers regarding their readiness to implement the Merdeka Curriculum learning tools. Meanwhile, the secondary that will be sought in this research is knowing the readiness of teachers to implement the Merdeka Curriculum learning tools related to the components prepared as well as experiences from the training that has been attended. The primary data source was obtained through 18 informants, namely the total number of informants from the 3 Private Madrasah Ibtidaiyah research sites. As for secondary sources through intermediaries such as the Head of the Madrasah, Deputy Head of the Madrasah for Curriculum or Student Affairs as well as journal articles related to the implementation of the Independent Curriculum.

Data collection techniques through observation, interviews and documentation. After the data is collected, it will go through validation or triangulation. Triangulation is a method for testing whether information is valid or not obtained from research. The triangulation techniques used in this research are source triangulation and engineering triangulation. Source triangulation is testing data from various sources of informants from which data will be taken. Meanwhile, technical triangulation is testing whether data can be trusted which is done by finding out and searching for the truth of the data from the same source using different techniques. (Alfansyur et al. 2020). Then, the data will be analyzed using the Miles Huberman model which consists of the data collection stage, data reduction stage, data presentation or data analysis stage, and conclusion drawing and verification stage. (Ahmad et al. 2021).

RESULTS AND DISCUSSION

Based on the results of observations, interviews, and documentation, researchers obtained several findings regarding teachers' readiness to implement the Independent Curriculum at MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS NU (Nahdlatul Ulama). The following are the results of interviews with researchers at MIS Hidayatul Muhajirin showing that MIS Hidayatul Muhajirin has implemented the Independent Curriculum in the new academic year 2023/2024 in stages for classes I and IV according to the rules set by the government. The readiness that teachers have followed in order to implement the Independent Curriculum, namely several times

participating in training or technical guidance related to the implementation of the Independent Curriculum.

A teacher must need a lot of preparation to implement the Independent Curriculum, one of which is preparing the learning device components. The learning device components contained in the Independent Curriculum must be created by teachers independently following environmental conditions and students' needs. Therefore, the competence of a teacher must increase and be ready for changes in the curriculum. Madrasah heads and teachers need to prepare personal, pedagogical, professional and social competencies in facing the Independent Curriculum (Muhafid 2023).

As for the readiness that has been carried out by MIS Al-Jihad, namely for teachers to take part in workshops regarding the introduction of IKM (Implementation of the Independent Curriculum), how to create KOSP (Educational Unit Operational Curriculum) or KOM (Madrasah Operational Curriculum), and learning administration. Likewise with MIS NU (Nahdlatul Ulama), similar to MIS Hidayatul Muhajirin and MIS Al-Jihad, MIS NU (Nahdlatul Ulama) before implementing the Independent Curriculum has attended training related to readiness and applicable policies in implementing the Independent Curriculum. The training activities, workshops or technical guidance that have been participated in are provisions held by the government, either directly or through the Merdeka Mengajar platform.

Based on the implementation of the Independent Curriculum which is divided into three options that can be implemented by each madrasah starting from independent learning, independent change, and independent sharing. MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS Nahdlatul Ulama (NU) implement the Independent Curriculum with independent learning where madrasahs are given the freedom to apply several parts and principles of the Independent Curriculum while still using K13. This is proven by the implementation of the Independent Curriculum which is still being implemented gradually in class I and class IV. This means that for classes II, III, V and VI, the three madrasahs still apply the 2013 Curriculum.

Then, there were several interview results from questions asked by researchers regarding teachers' readiness to implement the Independent Curriculum, the following information was obtained:

Mrs. N as the IB class teacher at MIS Hidayatul Muhajirin said:

"Actually, the Merdeka Curriculum is fun, the same as K13 which refers to and stimulates children to be active. However, the Merdeka Curriculum is quite complicated because it requires various things and there are many administrative things that must be completed. Apart from that, in the Independent Curriculum, if there are special children, the materials and

questions must be differentiated. Likewise with children who are fast and children who are slow in learning. However, as a teacher you have to follow the government and try to implement it." (Interview, February 26, 2024).

A similar thing was also conveyed by the homeroom teacher of class IV C at MIS Al-Jihad, namely Mrs. Sr., who found it difficult to fulfill the learning administration in the Independent Curriculum:

"If teachers have to be ready, whether it's difficult or not, they have to be ready. The curriculum was created as a reference, but when implemented it is very different. The Merdeka Curriculum has prepared a lot of learning tools. Like TP, ATP, MA are actually complicated to process. Even though with K13 only the name or term is different. Apart from that, the Merdeka Curriculum is divided into several phases which creates a dilemma for teachers in deciding whether material that students cannot complete can stay in class. "I, myself, still choose fun learning so that students understand the material presented." (Interview, February 12, 2024).

As for the opinion of the subject teacher, Mr. Rm as the Arabic subject teacher at MIS NU (Nadhlatul Ulama), he said that:

"We have passed the curriculum from K13 to the Independent Curriculum. The convenience of the Independent Curriculum is related to the teaching method which is the same as the previous curriculum. Meanwhile, the difficulties encountered are in the administration which must be completed." (Interview, February 27, 2024).

On the other hand, Mr. HAB as a teacher of Al-Qur'an Hadith subjects at MIS Al-Jihad said:

"In my personal opinion, it means there must be learning. Because learning is not only absolute for students, but teachers are also required to learn. So that when the teacher understands the material it will automatically pass on to the students. So, if it's difficult, it's definitely there at every change in the curriculum. It's called changing whether you like it or not, you have to learn it slowly." (Interview, 07 February 2024).

What was expressed by Mr. HAB above is supported by a statement made by Mr. I as a teacher of the Aqidah Akhlak subject at MIS NU (Nadhlatul Ulama):

"When the curriculum is implemented, there is review and evaluation. So, the existence of the Independent Curriculum is a refinement of the previous curriculum. As a curriculum implementer, a teacher welcomes taking part in IKM (Independent Curriculum Implementation) training or IKM guidance (technical guidance). Then, try to implement the curriculum by creating tools such as TP, ATP, and MA. As well as trying to implement the Independent Curriculum in the classroom as best as the teacher can do." (Interview, 07 March 2024).

Then, a slightly different opinion emerged from Mrs. Nr as class IV A teacher at MIS Al-Jihad, she said that:

"When the Independent Curriculum was determined as the new curriculum that would be implemented, there was a burden to learn because they had to process new learning tools. The different curricula are certainly different as well. The Independent Curriculum is seen as more practical in its learning. Now it is easy to determine learning boundaries. The Independent Curriculum also adapts to the limits or abilities of students. "Even though in terms of making questions for tests, we still use the previous curriculum pattern, namely sharing in making questions for all class groups." (Interview, 07 February 2024).

Another opinion, which was almost the same, was conveyed by Mrs. M, class IV A teacher at MIS Hidayatul Muhajirin:

"Incidentally, I just graduated in 2022 and was only accepted to work at MIS Hidayatul Muhajirin in 2023 according to the new teachings. So, the first time you enter teaching, immediately apply or use the Independent Curriculum. However, during college, what was taught and implemented was K13. So, it was a bit surprising because the curriculum was immediately changed. However, the Merdeka Curriculum and the previous curriculum are different in terms of name only. Apart from that, if K13 the learning is in thematic form. Meanwhile, the Independent Curriculum is broken down into subjects. This actually makes it easier for teachers to convey the material. The assessment is more or less the same, only there is an additional P5." (Interview, February 26, 2024).

Based on the various opinions above, it can be described that being a teacher must be ready for all changes determined by the government. Some teachers find it difficult to process administration or learning tools to implement the Independent Curriculum because of the new terms. Apart from that, there is a feeling of confusion regarding the material that cannot be resolved in the initial learning phase. Apart from that, several other informants described that the Merdeka Curriculum could be implemented well, as seen in the teacher's knowledge regarding the components of learning tools that were different from the previous curriculum. Based on the results of the researcher's observations and interviews regarding the components that must be prepared by teachers before implementing the Independent Curriculum, the following information was obtained:

1. Learning Objectives (TP)

Mrs. M as class IV A teacher at MIS Hidayatul Muhajirin said that:

"The creation of learning device components, namely Learning Objectives (TP), is carried out jointly by fellow class teachers." (Interview, February 26, 2024).

Mrs. Nr as class IV A teacher at MIS Al-Jihad also said the same thing:

"Learning Objectives (TP) or Learning Objective Flow (ATP) are created through prior discussion between fellow class teachers regarding the boundaries of the material being taught." (Interview, 07 February 2024).

The opinion of Mr. I as a teacher of the Aqidah Akhlak subject at MIS NU (Nahdlatul Ulama) expressed:

"Competencies in the Independent Curriculum are formulated in the CP. Meanwhile in K13, namely KI and KD. Regarding competencies, in the Independent Curriculum they are integrated into CP, namely the abilities that must be achieved by students including aspects of attitudes, knowledge and skills. CP is a teacher's reference for planning learning before implementing it. The derivative of CP is TP. "The preparation of the TP is carried out independently in three ways, namely formulating it directly based on the CP, formulating the TP by analyzing competencies and material (content), and formulating the TP through cross-elements." (Interview, 07 March 2024).

Based on several of the informants' opinions above, it can be concluded that teachers, especially homeroom teachers for class I and class IV, formulate TP through discussion or collaboration. Meanwhile, subject teachers still formulate TP independently. There are three ways regulated by the government in formulating TP, namely through CP, competency and material analysis, and across elements.

TP or Learning Objectives must refer to the CP set by the government and then contextualized by the teacher based on the characteristics and circumstances of the madrasah environment. In its formulation, TP is not necessarily based on the teacher's wishes alone, but is based on the needs and characteristics of students (Rahim Ruspa et al, 2022). TP is a statement that explains what students want to achieve as a result of the learning process. The relationship between TP, namely with competencies and learning standards that focus on learning outcomes (Aulia et al. 2023). In formulating the TP, you can go through the CP directly, analyzing the competencies and scope of material contained in the CP and formulating it across elements.

Based on the documents that researchers obtained regarding Learning Objectives (TP), it was found that the Learning Objectives had been created and formulated by the teacher well. It can be seen that each Learning Objective (TP) that has been formulated contains the competencies and content or material that must be achieved by students. This is in line with the stipulated provisions, namely that the formulation of TP must include competencies, namely abilities that must be achieved

or acquired by students. Then, there is content or material which in this case is related to knowledge.

2. Learning Objective Flow (ATP)

Mrs. M as class IV A teacher at MIS Hidayatul Muhajirin revealed regarding ATP that:

"Similar to TP, ATP is made through discussions between homeroom teachers." (Interview, February 26, 2024).

The statement from Mrs. R as the IB class teacher at MIS Al-Jihad:

"The preparation or creation of ATP is of course through discussion and collaboration among homeroom teachers by discussing the boundaries of the material being taught." (Interview, 06 February 2024).

Apart from that, Mr. I as a teacher of Aqidah Akhlak subjects at MIS NU (Nahdlatul Ulama) also revealed about ATP:

"ATP, namely from TP there are several phases, so they are sorted by class and semester. Sort the material from easy to difficult or general to special and still pay attention to the textbook." (Interview, 07 March 2024).

The opinions expressed by several informants above can be concluded or illustrated that the teachers continue to carry out discussions and collaboration regarding the boundaries of the material to be taught until it is formulated jointly and expressed in the form of an ATP. Discussions carried out by teachers, namely in terms of sequencing the material to be taught. Sort the material from easy to difficult or from difficult to easy. However, usually the material taught first is basic material which then moves on to special material.

ATP is a series of learning objectives that are arranged systematically from the beginning to the end of the phase. The steps in preparing the ATP, namely analyzing the CP, identifying the competencies that students need to master, analyzing the elements or sub-elements of the Pancasila student profile, determining the TP, determining the scope of the material, and determining the number of lesson hours (Andina, ..., and 2023 2023). ATP is arranged logically according to the learning sequence from the beginning to the end of a phase. Different from K13 where KI and KD have been determined. Meanwhile, in the Independent Curriculum there is no such term, but it has changed to CP. In principle, the formulation of ATP includes essential, sustainable, contextual and simple. This is because ATP functions in the same way as a syllabus, namely as a reference for teachers in planning learning. However, it is complemented by the CP obtained by students at the end of the phase as well as P5 (Mahmudah et al. 2023).

Based on the documents that researchers obtained regarding the Learning Objectives Flow (ATP), it was found that the Learning Objectives Flow had been created and formulated by the teacher well. It can be seen in the documents recorded by researchers that the ATP was formulated by following the principles that have been regulated by the government and contains elements, CP, TP and core material.

3. Teaching Module (MA)

Mrs. N as the IB class teacher at MIS Hidayatul Muhajirin expressed her opinion regarding the Teaching Module (MA) that:

"MA is made per chapter simply based on needs, environment and capabilities." (Interview, February 26, 2024).

Meanwhile, Mrs. AYB as a teacher of the Aqidah Akhlak subject at MIS Al-Jihad said something similar:

"Designing an MA to suit existing books and the teaching environment." (Interview, 07 February 2024).

Regarding the MA, Mr. I as the teacher of the Aqidah Akhlak subject at MIS NU (Nahdlatul Ulama) made one MA for one TP and it can be used in two meetings. He said this because:

"It depends on the breadth of the material being taught, but the maximum is one MA for two meetings." (Interview, 07 March 2024).

Based on several opinions from the informants above, it illustrates that each teacher has his own way of processing the components of learning tools in the Independent Curriculum. Even so, teachers also still pay attention to the books that students use as well as students' abilities which are also related to environmental conditions. The use of one MA for two meetings.

The implementation of learning is guided by planned teaching tools, namely Teaching Modules (MA). The MA contains learning objectives, dimensions of the Pacasila student profile to be achieved, learning steps, learning assessments, and attachments. The Teaching Module is very different from the previous teaching tool, namely the RPP in K13. Learning in the Independent Curriculum refers to the principle of "Teaching at the Right Level", so the design of teaching modules, especially in terms of learning steps, must refer to students' achievements and the design must clearly differentiate the treatment of each student with different CP levels. (Ruspa et al. 2022).

MA or Teaching Module is a development of the Learning Implementation Plan (RPP) which is equipped with more detailed guidance, including LKPD (Students' Worksheets) and assessments to measure the achievement of learning objectives. It is called a module because the device components can be used modularly. The existence

of MA can help teachers to use a wider variety of learning tools, not just limited to textbooks used throughout the year. Apart from being developed by the government, teachers can also develop MA. The emergence of MA certainly has a goal for the learning process, namely that learning becomes more flexible because it does not depend on the material in the textbook alone.

Based on the documents that researchers obtained regarding the Teaching Module (MA), it was found that the Teaching Module had been created and formulated by the teacher well. It can be seen from the components contained in the Teaching Module which have been designed by the teacher, such as general components, core components and attachments.

4. Student Worksheet (LKPD)

MA or Teaching Module is one of the mandatory components that teachers must prepare before carrying out the learning process. One of the formats contained in the MA is an attachment containing LKPD or Student Worksheets. The following are the results of interviews with informants regarding LKPD:

Mrs. M as class IV A teacher at MIS Hidayatul Muhajirin said:

"Regarding LKPD, we make our own, because sometimes the questions contained in the textbook are too universal or broad." (Interview, February 26, 2024).

Meanwhile, Mrs. JA as the IC class teacher at MIS Al-Jihad revealed:

"I create the questions or assignments in the LKPD myself by adapting the material in the book and what has been taught. Apart from that, I also look for reference questions from the internet." (Interview, 07 February 2024).

Apart from that, Mrs. Rs as class IV A teacher at MIS NU (Nahdlatul Ulama) said that:

"Regarding LKPD, make your own and adapt it to the TP and simplify it." (Interview, February 22, 2024).

Regarding the preparation of LKPD or questions created by teachers independently, this was also carried out by Mr. I as a teacher of the Aqidah Akhlak subject at MIS NU (Nahdlatul Ulama). However, he has a different view regarding LKPD or assessment in the Independent Curriculum, he said that:

"The assessment in the Independent Curriculum contained in the MA, namely LKPD. LKPD is made so that students are active in learning adapted to TP. You can create questions from books or yourself. Sometimes we use LKS which contains LKPD. LKPD doesn't have to be questions, but assignments. How to use it can be individual or group. LKPD during the learning process, while the questions are for summative or at the end of the learning process." (Interview, 07 March 2024).

Regarding the assessment contained in the Independent Curriculum, he also added a related opinion:

"There are differences in the Merdeka Curriculum, namely formative assessment during learning by asking students questions to test their understanding. At the beginning of learning there is also an initial ability test to map the competencies and characteristics of students. "Apart from that, in the Independent Curriculum there is also differentiated learning. "Previously, in K13, learning was carried out homogeneously or evenly, starting from the same material and assessment." (Interview, 07 March 2024).

Some of the opinions above regarding LKPD describe that every teacher in processing questions must adapt to the TP that has been formulated. Apart from that, the teacher also pays attention to the textbook or worksheet which contains the questions that have been studied. Not only do they use questions that are already available, but teachers can also create their own based on the material that has been taught. Far from that, it is necessary to understand that LKPD is not only in the form of questions. However, it takes the form of assignments that stimulate students to think actively.

LKPD or Student Worksheet is one of the learning tools contained in the attachment section in the MA. LKPD helps and facilitates students' learning process to achieve TP. LKPD contains sheets on which there are instructions for completing the tasks given. Before making a LKPD, of course the teacher must first analyze the material that will require LKPD. Apart from that, teachers must also prepare a map of LKPD needs to see the priority order of the LKPD that will be made. The things that must at least be included in the LKPD include TP to inform students of the achievements they will obtain after working on the LKPD.

Based on the documents that researchers obtained regarding the Student Worksheets (LKPD), it was found that the Student Worksheets had been created and that the teacher had properly adjusted the Learning Objectives (TP) that were formulated. It can be seen that each LKPD has different assignments. This of course adapts to the goals to be achieved and the level of material being taught. Not only LKPD, in terms of assignments teachers also use questions that are available in student textbooks or handbooks.

5. Project for Strengthening the Pancasila Student Profile (P5) and Rahmatan Lil Alamin Student Profile (PPRA)

The presence of the Independent Curriculum which has two learning structures, namely the first is intracurricular learning which focuses on fundamental material and refers to Learning Achievements (CP) in each subject that students go through in the learning process. Second, the Merdeka Curriculum focuses on project-based learning to develop students' soft skills and character according to the Pancasila student profile.

Apart from P5, there is also PPRA or Rahmatan Lil Alamin Student Profile, which is developing a moderate religious concept to care for Indonesia's diversity. The Rahmatan Lil Alamin Student Profile (PPRA) in its development adopted values related to religious moderation.

MIS Hidayatul Muhajirin in implementing P5 and PPRA was expressed by Mrs. N as IB class teacher that:

"P5 of the project is planting. Meanwhile, PPRA is an activity related to religion. MIS Hidayatul Muhajirin every morning holds educational radio broadcasts with Tuesdays filled with short surahs. Wednesday with prayer reading, Thursday daily prayer, and Saturday with Yassin reading."

The same thing was also conveyed by Mrs. M as class IV A teacher at MIS Hidayatul Muhajirin regarding P5:

"P5 has been implemented temporarily in the odd or first semester, namely holding 17s competitions and bazaars or market days. "As for even or odd semesters, that is planting." (Interview, February 26, 2024).

The P5 and PPRA in MIS Al-Jihad are filled with BTQ. As Mrs. Nr as the homeroom teacher of class IV A said:

"P5 has not implemented according to the Independent Curriculum. Temporarily changed to BTQ." (Interview, 07 February 2024).

The above opinion was added by Mrs. Sr. as class IV C teacher at MIS Al-Jihad, she said that:

"P5 and PPRA are filled with BTQ or Reading and Writing the Qur'an for which a guide book is available." (Interview, February 12, 2024).

Meanwhile, MIS NU (Nahdlatul Ulama) has implemented P5 based on a statement from Mrs. Rs as class IV A teacher that:

"In the first or odd semester, we implemented P5 by making recycling bins from bottles which were done in groups. For the second or even semester, P5 is a visit to a museum and is assigned to write an article. The article is a work created individually. Contains stories about what was found in the museum and the impression of the message. The application of P5 is included in the IPAS subject of residential history material. Meanwhile, PPRA, which is like the habits before starting to study, is to pray and exchange greetings with the teacher and say hello. Apart from that, PPRA also carries out Dhuha prayers." (Interview, February 22, 2024).

The statement above concerns the implementation of P5 and PPRA in MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS NU (Nahdlatul Ulama). This expression describes that MIS Hidayatul Muhajirin and MIS NU (Nahdlatul Ulama) have

implemented it in the first and final semesters. Meanwhile, MIS AL-Jihad has not fully implemented P5 based on the Independent Curriculum, but is filled with BTQ activities for which there is also a guidebook.

The Project for Strengthening the Pancasila Student Profile (P5) and the Rahmatan Lil Alamin Student Profile (PPRA) is an activity designed according to a predetermined theme included in the subject. The implementation of P5 and PPRA is based on the Pancasila student profile and adapts to the environmental conditions around the Madrasah which can be used as a characteristic of the Madrasah. As has been implemented at MIS Hidayatul Muhajirin in the form of a market day or bazaar which teaches students about buying and selling, knowing money and numeracy literacy. This will create students who are passionate about entrepreneurship and as a platform for natural resources by highlighting local wisdom. Apart from that, the P5 activities reflect the characteristics of the Independent Curriculum. The PPRA is filled with activities related to religion, namely educational radio broadcasts. The educational radio broadcasts are divided into several days with different material, namely Tuesdays with short suras, Wednesdays with prayer readings, Thursdays with daily prayers, and Saturdays with the reading of Surah Yassin. Meanwhile, MIS NU (Nahdlatul Ulama), namely visiting the Museum as a historical residence which is included in the IPAS (Natural and Social Sciences) subject. The P5 activity will produce work in the form of articles, which will teach students about reading and writing literacy. Meanwhile, MIS Al-Jihad applies P5, which is filled with BTQ (Reading and Writing the Qur'an). Even though its implementation does not fully follow the Independent Curriculum.

The character education program based on Pancasila aims to produce graduates who not only have academic intelligence, but also strong moral and ethical integrity. The description of graduates in this context reflects the extent of students' abilities in understanding, internalizing and applying Pancasila values in everyday life. It also includes social interactions, personal decisions, and contributions to society. The hope is that a generation of moderate nation will emerge, able to create a harmonious national life, and adhere to values such as tolerance, democracy, national spirit, love of the homeland, love of peace, social care, justice and global diversity.(Rohmah, 2024). The strategy for implementing the project to strengthen Rahmatan Lil Alamin's student profile can be carried out through planned co-curricular, integrated and extra-curricular learning with the guidance of the school principal and the project facilitation team.(Muthrofin et al. 2023).

CONCLUSION

Based on the results of research and discussions regarding "Teachers' Readiness to Apply Independent Curriculum Learning Tools in Private Madrasah Ibtidaiyah

Palangka Raya City", especially at MIS Hidayatul Muhajirin, MIS Al-Jihad, and MIS NU (Nahdlatul Ulama), it can be concluded that teachers are a workforce educators are ready for the implementation of the Independent Curriculum. The teacher's readiness also relates to his willingness to fulfill learning tool components such as Learning Objectives (TP), Learning Objective Flow (ATP), Teaching Modules (MA), Student Worksheets (LKPD), and the Project for Strengthening the Pancasila Student Profile (P5) as well as Rahmatan Lil Alamin Student Profile. Efforts made include participating in various training activities and technical guidance related to the implementation of the Independent Curriculum, urgency and policies, as well as components of learning tools that need to be prepared or completed before implementing the Independent Curriculum.

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