CHAPTER II

LITERATURE REVIEW

A. Teachers' Readiness

The Big Indonesian Dictionary (KBBI) states that the term "ready" which means "already prepared (just use or just use it)" is where the word "readiness" originates. So readiness is a condition or state of being ready. Meanwhile, according to the Psychology Dictionary, readiness is the level of development of maturity or maturity profitable to practice something. Another definition of readiness is what Slameto put forward, "Readiness is the overall condition of a person that makes him ready to give a response/answer in a certain way to a situation". Based on Pruitt's readiness theory; 2005, readiness theory outlines the processes that underlie the movement toward conflict resolution. This theory explains what drives parties involved in conflict, especially intractable conflicts, to engage in dialog to reach an agreement to resolve their conflict (Schiff, 2020). This implies that readiness

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pertains to the knowledge, experience, and preparedness an individual possesses regarding the accomplished goals.

Readiness to change is a comprehensive attitude that is simultaneously influenced by four factors: what to change (the content), how the change is made (the process), the circumstances in which the change will take place (the context), and the characteristics of the people who are asked to do it (the individuals). These four factors together are reflected in a person's or group of people's cognitive and emotional memories to tend to accept, embrace, and adopt changes that are prepared and planned to replace the current situation (Holt et al., 2007) cited from (Afdalia & TPontoh, n.d.) . Specifically, organizational readiness to change refers to the commitment and self-beliefs of all organizational members to implement organizational change organization. This definition contains the word readiness which means the right condition psychologically and behaviorally to take an action. Referring to the definition put forward by Bandura (1977).

The government has launched the Freedom to Learn program. In this context, education has the goal of providing opportunities for teachers to develop learning based on the characteristics of each student and school (Anis & Anwar, 2020).

At this time, teachers are confused by the implementation of the Independent Curriculum at all levels of education, with teachers being a professional category that is included as a field requiring special expertise. In their role as professional educators, the primary task of teachers is to educate, train, lead, guide, assess, and evaluate students to prepare the next generation who will face new challenges in the 21st century (Abbas, et al., 2021). Teachers are aware that they lack sufficient experience using learning tools in the teaching and learning process; therefore, they take steps to increase their professionalism by gaining new experiences that will allow them to keep their competence and professional skills up to date (Rahayu et al., 2022).

Education can be a resource for pupils online in life and in the future as knowledge progresses. Education must continually be dynamic and adaptable to keep up with the occurring changes. Also covered by this is the Free Learning Curriculum. The Merdeka Learning Curriculum makes use of E-Learning technology as a new cornerstone of classroom instruction, which necessitates both teachers' and students' preparation (Rosidah et al., 2021). The most important tool in the learning process is the curriculum. The things in it are arranged according to the needs of the field (Abbas, Jumriani, & Mutiani, 2021). The implementation of this curriculum is based on technological developments, but the readiness of all components of education will be tested especially on teachers who will apply this Free Learning Curriculum in their respective schools.

The problem that may occur for teachers to carry out their role is that there are some teachers who still do not understand how to use learning media. teachers who still do not understand how to use learning media, as for this it is due

to the costs required in making learning media and complicated material that causes difficulties in creating learning media (Mukarromah & Andriana, 2022), quoted from (Awalia Marwah Suhandi, 2022). As is common knowledge, esducational media plays a significant role in fostering learning. that using educational material effectively supports the learning process. These issues can be overcome by implementing the new curriculum, whose flexible curriculum policy gives teachers the freedom to develop educational media.

This curriculum must be a challenge for schools, teachers, and students because these three subjects play an active role in carrying out the learning process. According to (Indarta et al., 2022) to confront diverse challenges, a strategic effort is required, encompassing various understandings of the roles of each educational element or subject itself. The school's role is to decide whether to stick with the current curriculum or modify it to better suit the needs of the students, teachers, and school. Students' roles are to continue to strive to

live the curriculum by taking their studies seriously and adhering to the value of learning independently.

Based on direct or indirect observations through various sources, there are still many teachers in the school environment, especially English teachers at the junior high school level, who do not understand the paradigm of the Merdeka Belajar Curriculum both in concept and implementation (Komariah et al., 2022), explained. Teachers play a crucial part in this, from developing lessons to putting them into practice in the classroom to carrying out proper assessments. This may result in teachers not having the legal minimum level of professional competence. To address learning loss and enhance student performance in learning English, conducting a training activity or enhancing the professional competence of English teachers linked to the implementation of the Merdeka Belajar Curriculum is crucial.

The new curricular policy is particularly concerned with the role and difficulties of teachers. This curriculum is thought to have the flexibility to bring back and restore the teacher's

position. This condition aligns with the belief that independence in actual learning is defined by the teacher's freedom during the instructional process (Daga, 2021). The goal of this curriculum is to give teachers as many opportunities as possible to customize learning for individual students. This curriculum can dispel the myth that teachers must "deposit" learning results by the standards established by the curriculum.

It is clear from the explanation above that a teacher plays a crucial part in the field of education because they are accountable for a variety of responsibilities, including those of implementers, adapters, and developers. The Merdeka curriculum renewal is a challenge for a teacher and requires readiness before implementing it, because a teacher is responsible for compiling and testing curriculum components, for example, testing curriculum materials, testing program effectiveness, testing strategies and learning models, and so on including collecting data on student success in achieving curriculum targets.

1. **Teacher readiness to make learning tools**

   Learning tools are very important to use so that the learning process runs well and is directed (Malawi et al., 2017). Learning tools are devices that help the teaching and learning process to achieve predetermined goals. Learning tools for managing the teaching and learning process are a syllabus, Learning Implementation Plan (RPP), Student Teaching Book (BAS), Learner Activity Sheet (LKPD), Learning Outcome Test, and Learning Media. Suhadi (2007: 24) quoted from (Hidayat, 2020) argues that "Learning tools are several materials, tools, media, instructions and guidelines that will be used in the learning process". From this description, it can be stated that learning tools are a set of media or facilities used by teachers and students in the classroom learning process, a series of learning tools that a teacher must prepare in the face of classroom learning.

2. **Teacher readiness in the English learning process in the implementation of an independent curriculum**

The achievement of quality indicators of the teaching and learning process shows teacher preparation for the teaching process. It results in the classroom (synthesized by various education experts in Indonesia and abroad). All of these indicators describe all teacher actions in the teaching process, and all of them are primarily determined by the teaching preparation made by the teacher Larlen, (2013). Quoted from (Yeni Verawati Wote & Oxianus Sabarua, 2020).

The readiness of educators (teachers) for the teaching and learning process is fundamental, because it not only affects the quality of the lessons given but also affects the behavior of students. Good teaching preparation will help in directing the behavior of students, both their response to the teaching material provided and to the learning atmosphere that takes place. The quality of the teaching and learning process is defined as the quality of teaching activities

carried out by teachers and the quality of learning activities carried out by students in the classroom. The quality of the teaching and learning process is largely influenced by the quality of educators, which is realized through the teaching preparation they make.

B. Teachers' Challenges

1. Teachers' challenges in learning the independent curriculum

The first challenge related to the implementation of an independent curriculum is the complexity of understanding educational actors in interpreting the implementation of an independent curriculum. This is to the study of Spillane et al. (2002) quoted from (Bustari, 2023) that the complexity of the implementation process at the education unit level occurs since policy actors at the local level (teachers, principals, local governments) interpret or interpret the policy. The process of making sense of the independent curriculum is increasingly complex with

debates, agreements, and compromises between various stakeholders in the education unit and local and central government. This causes decisions made by street-level bureaucrats, namely teachers, principals, and local governments related to the independent curriculum to often differ from the curriculum issued by the government (intended curriculum). A new policy and rules, of course, must have a challenge to learn, especially in the implementation of the newly implemented independent curriculum, schools and teachers need to master the principles of the independent curriculum more deeply.

C. Curriculum

1. Definition Of Curriculum

Suggests that the course of study's average subject is represented in the curriculum. A curriculum is an operational form that, (roqib, 2009), expresses the idea of education to attain educational objectives. According to S. Nasution, an expedited teaching and learning plan has been

developed under the direction and control of the school or educational institution and its teaching personnel.

Since Indonesia's independence, education has experienced various improvements and changes in curriculum policies, quoted from . In the history of curriculum in Indonesia, it has experienced at least eleven times the dynamics of change. starting from the pre-independence period with a very simple form, and the independence period which was continuously perfected, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Quoted from ((Firdaus, 2022)) according to (Warits, 2019).

According to (Jono, 2016) quoted from (Firdaus, et al., 2022), The diverse policies for curriculum change are founded on the outcomes of analysis, evaluation, predictions, and the multitude of ever-changing challenges faced both internally and externally. Curriculum as a policy product is dynamic, contextual, and relative in this context. Dynamism is due to its continual growth, adaptability to the

times, and openness to criticism. Contextual because it is needed and based on the context of the era, and relatively because the resulting curriculum policy is perfect and considered good in its era, and will not be relevant in the following eras. Therefore, the basic principles in curriculum policy are change and continuity, namely changes that are made continuously according to (Daniel, 2020) quoted from (Firdaus, et al., 2022).

From the many definitions of curriculum, it can be deduced that the fundamental element of education is a plan that is methodically organized during the learning process to generate outcomes that are in line with The Indonesian government The Indonesian government is aggressively pursuing innovations in teaching and learning, teacher engagement in the classroom, learner character development, and curriculum reform.

2. History of the curriculum

Basically, the development of the curriculum in Indonesia stems from the historical development of

education in Indonesia itself. Formally, since the Dutch era there are schools and that means the curriculum has also existed. In the Dutch era, the implementation of the education and schooling curriculum was colored by the Dutch colonial mission. Dutch colonization mission. Likewise with the Japanese era curriculum, it can be said that The existence or purpose of education in this era is to create human resources that can help the colonization mission. The Netherlands, for example utilized the natives to extract natural resources as optimally as possible, while Japan, known as the Greater East Asia, utilizes the natives for its mission in warfare. its mission in war according to (Hamalik, 1996: 123) quoted from (Nugroho & Narawaty, 2022). Following the proclamation of independence by Indonesia on August 17, 1945, the country has seen an increase in educational opportunities and government support for curriculum development. in creating curricula. After independence, the following curriculum was implemented: Curriculums from 1947 ("Rentjana Pelajaran

1947") and 1952, Rentjana Pelajaran Terurai 1952", "Rentjana Pendidikan 1964", "Rentjana Curriculum 1968," Curriculum 1975 (no. 5), Curriculum 1984, "Refined Curriculum 1975," and Curriculum 1984, "Refined Curriculum 1975" are two related texts. refined", (7) The 1994 Curriculum; (8) The KBK Curriculum; (9) The KTSP Curriculum; (10) The 2013 Curriculum; (11) The Merdeka Curriculum.

Indonesia has undergone a lot of curriculum changes, including curriculums. 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and lastly 2013. Curriculum changes are often influenced by political factors. For example, the curriculum 1964 was formulated to abolish manipol-usdek, the 1975 curriculum was used for Include Pancasila's Moral Education, and the 1984 curriculum is used to Study the history of the struggle of nations. (PSPB). Curriculum 1994, in addition to removing PSPB subjects also to introducing a curriculum SMU that makes general education as Preparation for college. Future education

needs to be planned. Responding to the expectations and challenges of change. This educational system needs to be continuous. Preschool, Primary Education, Secondary Education and Higher Education. Explain (Lubis et al., 2013). Standard Graduate Competence, Process Standards, Content Standards, and Assessment Standards serve as the foundation for the curricular adjustments. Inside enhancing and balancing hard and soft abilities, which include knowledge, competence, and attitude-related components. the subject's internal position or the scope of the expertise that originated with the eye from competence, lessons are evolved into subjects. As for the organization of the curriculum.

According (Pratycia et al., 2023) there are variations between the 2013 curriculum and the Merdeka curriculum in the new curriculum update. in line with the 2013 Curriculum, teachers are required to be ready to implement a scientific approach in the teaching and learning process. The scientific approach is a learning process designed to

make students active and innovative. Students are required to be able to recognize and locate problems, create questions, collect data, process the data found, find answers, and convey the answers found by observing their surroundings. The five (5) steps of the scientific method are observation, inquiry, data collection, associating, and communication. The Merdeka Curriculum is a curriculum with diverse extracurricular learning where the content is more optimal so that students have enough time to deepen concepts and strengthen competencies. For both students and teachers, a more enjoyable educational experience is the goal of the Independent Learning Curriculum. Indonesian education has thus far placed a strong emphasis on knowledge. The Independent Curriculum is created with benefits that change with the times. For instance, it presents a more relevant and dynamic learning system and offers "independence" for educational institutions to build it. It is also easier and deeper.

3. The Importance Of The Curriculum

According to (Sukatin and Pahmi, 2020: 78) quoted from (Ananda, 2021) the curriculum in education, ranging from the realm of concepts through application or field experience, is very important in determining how far an education will advance. Because the national curriculum acts as both a guideline and blueprint for the subject matter of instructional materials and as suggestions for how to set up a respectable education.

Curriculum and education have a connection that cannot be broken, according to (Prabowo, 2019). The curriculum serves as a guide in the management of education, as is well known. Education cannot be conducted properly without a curriculum, and educational objectives cannot be achieved. The curriculum is always modified to take into account the current environment and conditions. The curriculum is also methodically, clearly, and in-depth organized to be easily understood and used as a guide for the teaching and learning process.

The curriculum has an important function in education by functioning as a tool for achieving educational objectives.

The curriculum has key components and supporting components that are interconnected to achieve educational goals. The curriculum component is a system that is interrelated and cannot be separated which reflects a unified whole (Jumriani, et al., 2022).

D. Merdeka Curriculum

The Minister of Education and Culture of the Republic of Indonesia (Kemendikbud RI), Nadiem Anwar Makarim, has created a new policy initiative called "Freedom to Learn." Nadiem's decision to adopt an independent learning curriculum policy is not without justification. This is due to the fact that the 2019 Program for International Student Assessment (PISA) study revealed that Indonesian students only occupy the sixth-bottom place in terms of assessment outcomes; in the areas of mathematics and literacy, Indonesia

is ranked 74th out of 79 nations. In response, Nadiem also achieved a breakthrough in determining the minimum ability, which included a character survey, reading, and numeracy (Firdaus, et al. stated).

Merdeka Learning aims to increase the significance of education. Generally speaking, the major goal of this program is to enhance the current system rather than to replace another program. According to (Firdaus, et al.), the Ministry of Education and Culture's initiative to promote freedom of learning makes learning easier.

After additional discussions, the 2019 curriculum was altered from the 2013 curriculum to the MBKM (Freedom for Merdeka Learning Campus) curriculum by Minister of Education and Culture Nadiem Makarim. The "Free Learning" and "Independent Campus" principles combine to form the MBKM concept. The mentioned source (Firdaus et al.: Ainia, 2020) claims that the freedom of learning includes the freedom of thought and the freedom of creativity. The higher education independent study program is a development, whereas the

Merdeka Campus is a separate entity. According to (Heroza Firdaus, Azkya Milfa Laesandi, et al.: Kemdikbud, 2021) transforming education through a Merdeka learning approach is one of the phases to developing superior Indonesian human resources with an explained Pancasila Student Profile.

The Merdeka Belajar campaign, started by Minister of Education and Culture Nadiem Makarim, emphasized the importance of individual learning and instructors as drivers in education. In order to innovate and learn on their own or in groups, teachers and students must have the flexibility to do so. As an improvement to the 2013 curriculum, Nadiem Makarim modified and produced the Merdeka Curriculum in 2019 (Miladiah et al., 2023).

According to (CNN Indonesia, 2021) quoted from (Firdaus, et al: 2021) explains, Even though the concept of Freedom to Learn has been socialized and introduced directly or through several online media, there are still many educators and parents who are confused about the concept MBKM.

The Merdeka Curriculum provides the implementation of individualized learning based on student characteristics, such as student learning styles, in the context of Freedom to Learn (Miftakhuddin et al., 2022).

With a focus on essential content and the development of students' character and skills, the Merdeka Curriculum was created as a more personal curriculum framework as part of the learning reform project (Ministry of Education and Culture, 2022) cited from (Rohimajaya et al., 2022)

It may be inferred from the many definitions of the autonomous learning curriculum given above that it will take time for all aspects of education to adjust and be able to execute it effectively. Teachers undoubtedly have a significant impact on this. To ensure that learning objectives are met, teachers must be able to adjust to these changes and prepare for the implementation of this curriculum.   The success of learning is influenced by the process of planning learning, which is a crucial process. To integrate learning and

assessment according to the new paradigm, each stage must be meticulously examined.

1. Merdeka curriculum structure at school level

a. Merdeka curriculum structure SD/MI equivalent

- English subject is an elective subject that can be held based on the readiness of the education unit. Local governments need to facilitate the implementation of English subjects, for example, related to increasing competence and providing teachers. Education units that are not ready to provide English as an elective subject can integrate English content into other subjects and/or extracurriculars by involving the community, school committees, student volunteers, and/or parental guidance.

- The laws and rules governing belief education services in God Almighty are followed with regard to the substance of faith lessons for living the belief in God Almighty.

- Education units providing inclusive education at SD/MI/equivalent provide special needs program services according to the conditions of students.

- The process of identifying and developing students' interests, talents and abilities is carried out by teachers who carry out the guidance and counseling (BK) function.

b. Merdeka curriculum structure SMP/MTS equivalent

- The laws and rules governing belief education services in God Almighty are followed with regard to the substance of faith lessons for living the belief in God Almighty.

- Education units providing inclusive education at SMP/MTs/equivalent provide special needs program services according to students' conditions.

- The Semester Credit System (SKS) education providers' learning obligations are met in line with the credit-related provisions of applicable laws and regulations.

- The process of identifying and developing students' interests, talents and abilities is carried out by the teacher who is coordinated by the counseling teacher. If the availability of counseling teachers is not sufficient, then coordination is carried out by other teachers.

c. Merdeka curriculum structure SMA/MA equivalent

- Education units are required to open general subject groups as well as at least 7 elective subjects.

- Every student must follow: i. all subjects in the general subject group; ii. choose 4-5 subjects from the group of elective subjects organized by the education unit, adjusted to the interests, talents and abilities of grade 10 students.

- Students are allowed to change elective subjects in grade 11 semester 2 based on the re-assessment of the education unit on students' interests, talents, and abilities. The content of faith lessons for living the belief in God Almighty is executed by the provisions of the

laws and regulations governing belief education services in God Almighty.

- ducation units providing inclusive education at SMA/MA/equivalent provide special needs program services according to students' conditions.

- The educational requirements for institutions offering credits are met in accordance with the rules and laws governing credits.

- The teacher, under the direction of the counseling teacher, is responsible for recognizing and fostering students' interests, talents, and abilities. Coordination is done by other teachers if the availability of counseling teachers is insufficient.

2. English Learning Achievement (CP)

The time range allotted to acquire the desired skills is another distinction between KI-KD in the 2013 curriculum and CP in the Merdeka curriculum. While KI-KD is established on an annual basis, CP is designed in stages.

1. Phase A (Class1-2 Elementary School/equivalent)

a. General Achievement

After Phase A, students understand that spoken English can help them interact with others in everyday social situations and classroom contexts. In developing listening and speaking skills, students follow/respond to instructions or simple questions in English and pronounce simple vocabulary well. In Phase A, students use a lot of visual aids and non-verbal communication to help them communicate. Students understand that reading is an individual or group activity that can be done for pleasure (reading for pleasure). They understand that the pictures contained in books read by the teacher or the pictures students observe have meaning. They respond verbally, visually, and/or in non-verbal communication to simple texts that are read or pictures that they see.

b. Achievement per element

- Listening – Talking

After Phase A, Students communicate in social and classroom settings using plain English such as making acquaintances, providing self-information, and saying hello and goodbye. They respond to simple instructions (with visual aids) through body movements or answer simple short questions with simple words, phrases, or sentences. They understand the main idea of information presented orally with visual aids and use simple vocabulary. They communicate with the use of visual aids.

- Reading – Viewing

After Phase A, Students answer orally to easy and familiar short sentences that are authored and read aloud by the teacher. Learners demonstrate understanding of the text read or pictures/illustrations shown to them, using non-verbal communication.

- Wrote – Presented

Not yet the focus of learning in this phase, because students have not been asked to express ideas in writing (composing/producing).

2. Phase B (Class 3-4 Elementary School/equivalent)

   a. General Achievement

   Students grasp and respond to simple spoken and visual messages in English by the conclusion of Phase B. In developing listening and speaking skills, students follow or respond to instructions or simple questions in English and share information using simple vocabulary. Learners respond to various texts/pictures verbally and in simple writing with visual aids and non-verbal communication. In Phase B, students can interact using simple English.

   b. Achievement per element

      - Listening – Talking

      After Phase B, Students utilize English to communicate in a broader range of social and class circumstances, but can still predictably (routinely) use

sentences with patterns that are appropriate to the context being discussed. They modify or replace some sentence features to engage in class routines and learning activities such as expressing feelings, expressing wants, and asking for assistance. They understand the main idea of information conveyed orally with visual aids and use simple vocabulary. They adhere to a set of straightforward guidelines about class procedures and visual assistance learning exercises.

- Reading – Viewing

At the end of phase B, students understand the words used in everyday life with the help of pictures/illustrations. They read and respond to textual or digital messages that are brief, straightforward, and familiar, including visual, multimodal, or interactive texts.

- Wrote – Presented

At the conclusion of phase B, Students use photos and written copy to share their thoughts and experiences. With the teacher's help, they produce simple descriptive and procedure texts using simple words/phrases and pictures. They write simple vocabulary related to the classroom and home environment in English using spellings that the child creates himself.

3. Phase C (Class 5-6 Elementary School/equivalent)

   a. General Achievement

      Students grasp and respond to simple spoken, written, and visual texts in English by the end of Phase C. They use simple English to interact and communicate in familiar/common/routine situations. Students understand the relationship between letter sounds in simple vocabulary in English and use this understanding to understand and produce simple written and visual texts in English with the help of examples.

   b. Achievement per element

- Listening – Talking

   At the end of Phase C, students use sentences with certain patterns to interact in a broader range of social and class circumstances in English, but are still predictable or routine in nature. They alter or replace some sentence features in order to participate in learning activities such as asking basic inquiries, seeking explanation, and requesting permission. They employ a variety of tactics to find crucial information in a variety of circumstances, such as asking the speaker to repeat or speak more slowly, or asking what a phrase means. They adhere to a set of straightforward guidelines pertaining to class processes and learning activities.

- Reading – Viewing

   At the end of Phase C, students understand the words used in everyday life and understand new words with the help of pictures/illustrations and sentences in contexts that students understand. They

read and respond to a wide range of short, basic, and familiar texts, whether written or digital, including visual, multimodal, or interactive texts. They extract information from a sentence and describe the subject of a text they read or witness.

- Wrote – Presented

     At the conclusion of Phase C, Students exhibit a developing awareness of the writing process by communicating their thoughts and experiences via their own written and simple writing copies. They demonstrate an initial awareness that texts in English are written with conventions adapted to the context and purpose. With the teacher's help, they produce descriptive, story, and simple procedure texts using patterned sentences and examples at the word and simple sentence level. They show an understanding of the significance of fundamental punctuation and capitalization. They displayed knowledge of some English sound-letter correlations as well as the

spelling of regularly used terms. They employ school and home environment terminology in their writing, as well as some fundamental tactics such as copying words or phrases from a book or word list, utilizing drawings, and asking how to write a word.

E. Previous Study

Researcher discovered studies specifically addressing "teacher readiness in implementing a Merdeka curriculum". The first is a case study study that was conducted at Muhammadiyah University in Cirebon, Indonesia, "Readiness of the Science Education Study Program in the Implementation of the Merdeka Learning - Merdeka Campus (MBKM) Curriculum" is the title of the program (Zakiyyah et al., 2021). The following conclusions are included. First, the MBKM implementation is supported by the characteristics of the collaboration carried out by the UMC Science Education study program, based on the curriculum framework created through the utilization of conversion courses. Second, because the lecturer serves as a facilitator, the lecturer's expertise is

crucial to its execution. By reviewing the semester learning plan (RPS), the skill of science education lecturers promotes the implementation of MBKM. Third, there is still bias in how students are seen and how they participate in the implementation of MBKM. Students perceive that the implementation of MBKM is solely reliant on the study program's curriculum, rather than the curriculum proposed by the Ministry of Education and Culture, resulting in this perception. Fourth, stakeholders participate in the curriculum's development to fulfill the needs of graduates of the science-based Education study program and implement MBKM. The study's conclusions indicate that the implementation of the study program and its curricular framework must be related. The results of this compliance demonstrate the readiness of the MBKM implementation.

The second study by (Suardana et al., 2022), The results of the research carried out at a Public elementary school in Menanga Subdistrict are analyzing the readiness of teachers in implementing a Kurikulum Merdeka and obtaining results that

adjustments in this Kurikulum Merdeka policy are ready and carried out, such as, first, the implementation of National Standardized School Examination which was previously carried out nationally, in this Kurikulum Merdeka, a School Examination is carried out where the implementation is handed over to the Education unit. This is a good policy, where in its implementation teachers can determine the form and technicality of the implementation of school examinations but still follow the rules and regulations of the local government. The second implementation of the National Examination was abolished and replaced with a National Assessment. Abolition the National Examination and replacing it with a Computer-Based National Assessment, policy is also very good in Computer-Based National Assessment not only knowledge that is measured but also the ability to think critically, process and analyze something as well as the ability to obtain something through literacy. However, there are several obstacles to implementing this policy, such as 1) The geographical location of the Public elementary school in

Menanga District, which is located in the highlands, resulting in difficulty in the internet network in the region. 2) There is still a lack of facilities and infrastructure in the implementation of Computer-Based National Assessment because it is still under adjustment and is a new policy. 3) The majority of parents of students who work as farmers and only a small percentage of students know the use of facilities and infrastructure in this Computer-Based National Assessment. The third is the simplification of the lesson plan called the teaching module in Kurikulum Merdeka. Because the Kurikulum Merdeka teaching module is a new policy, there are still not many teaching modules developed in the learning process in grades I and IV, and finally a more flexible student submission system. Recommendations for the next research "Development of Kurikulum Merdeka Teaching Modules in Grades 1 and 4".

The third research study was carried out by (Tricahyati & Zaim, 2023) The English teacher readiness in implementation of Merdeka Belajar curriculum in teaching

English at Junior High School in Padang are ready. It can be seem from indicator of the teacher readiness related to knowledge and skill to developed lesson plan, the English teachers motivation, the teachers' self-efficacy readiness and the teachers' commitment readiness showed that the final result is categorized in "ready, need a little improvement" teachers which average score 3,20 (Level 3) means that the teachers are ready to implementation of Merdeka Belajar curriculum eventhought need a little improvement. There are some obstacles that English teachers face in implementing the Merdeka Belajar curriculum. In conducting lesson plan, the English teacher finds problems in formulating learning outcomes. In implementing the Merdeka Belajar curriculum in the classroom, the difficulty found is that there is differentiated learning where the differences in learning are according to the characteristics and abilities of students, so the teacher must fully recognize how the characteristics of all students are so that they can adjust student learning abilities.

The final research study was carried out by (Afandi et al., 2022) and is named "Analysis of the Internship Program" Merdeka Learning Campus" Perspectives of Primary School Teachers' Teaching Readiness." The findings of this study—which was conducted at SD N 02 Ngalian, Wonosobo, Central Java—indicate that teachers are often prepared to apply the MBKM curriculum, but with just a basic understanding of it. In the context of the Industrial Revolution 4.0, which is directly tied to the rapid growth of technology, the eight employment options provided by the MBKM program provide a challenge for the university community to grow. All parts of the university must, therefore, be capable of effectively addressing these challenges. By participating in the execution of the MBKM program, making use of networking, workshops, and staged program implementation. The MBKM program seeks to provide students with contextual field experience so they can become more competent in both academic and non-academic domains and more competitive in the future.

Table 2.1 Previous Study

NO	Title	Researcher	Similiarity	Diffrences
1.	Readiness of the Science Education Study Program in the Implementation of the merdeka Learning - merdeka Campus (MBKM) Curriculum"	Zakiyyah et al	The similarity is that in this study the same researcher examined the readiness of teachers in implementing the merdeka curriculum and used the same research method, namely the qualitative method.	The difference is in the research subject, this research focuses on the subject, namely the science education study program in the independent campus and the research location is also different and certainly has

				different characteristics.
2.	Analysis of teachers' readiness in implementing "kurikulum merdeka" in pullic elementary schools	Suardana et al	The similarity is in the research method, which is the same as using qualitative methods.	The difference is in the research subject and the number of subjects and the research location is also different.
3.	English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang	Tricahyati & Zaim	The similarity is in the research subject	The difference is in the number of subjects, research methods because this research method

			uses quantitative methods, and the research location is also different.
4.	Analysis of the Internship Program" Merdeka Learning Campus" Perspectives of Primary School Teachers' Teaching Readiness." The findings of this study—which was conducted at SD N 02 Ngalian, Wonosobo, Central Java	Afandi et al	The similarity is in the research method used, namely the qualitative method.	The difference is in the research location

F. Theoritical Framework

Regarding the merdeka curriculum, the ministry of education and culture's policy

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Identification of problem

- The emergence of the phenomenon of merdeka curriculum change as a challenge faced by teachers'
- The readiness of the teachers' in implementing the merdeka curriculum.

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Readiness theory by Schiff (2020)

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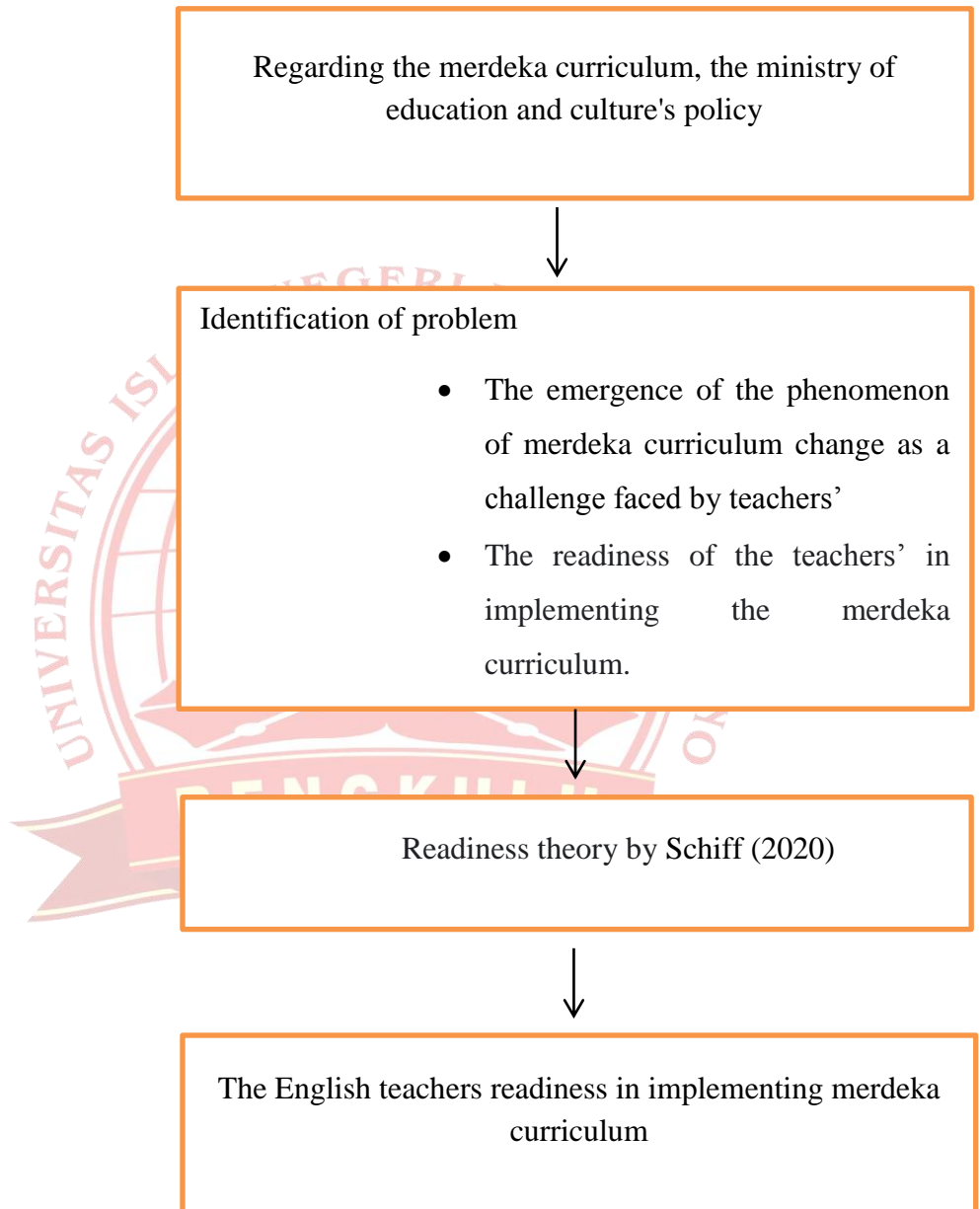The English teachers readiness in implementing merdeka curriculum

Figure 2.1 The Theoritical Framework

The theoritical framework above explains that the reseachers analyisis of the English teachers' readiness in implementing merdeka curriculum.