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**The Problems of Teachers' Readiness in
Implementing New Curriculum; A Systematic
Literature Review**

Muhammad Helmi Labib*, **Ahmad Noor Ihsanuddin ****, **Ikhrom *****

*Islamic Education Department, Walisongo State Islamic University, Semarang,
Indonesia

**Islamic Education Department, Walisongo State Islamic University, Semarang,
Indonesia

***Islamic Education Department, Walisongo State Islamic University, Semarang,
Indonesia

Alamat surel: 2103016063@student.walisongo.ac.id,
2103016065@student.walisongo.ac.id, ikhrom@walisongo.ac.id

Abstract

Keywords:
Problems,
teachers'
readiness;
implementing
new
curriculum.

Changes in the new curriculum policy turned out to raise various readiness problems among teachers, teachers are trained to implement the Merdeka Belajar Curriculum in their respective schools. For this reason, this research aims to conduct a literature review of the problems of teachers' readiness in implementing the new curriculum or the Merdeka Belajar Curriculum and find solutions. The method chosen in this research is SLR (Systematic Literature Review) method. In this research, 15 articles relevant to the Merdeka Belajar Curriculum and the problems faced by teachers in implementing it for the period 2022-2023 are reviewed with a focus on problems, teacher readiness and new curriculum implementation. The articles used in this study were obtained from Sinta Journal, and Publish or Perish. The results of this study show that firstly, most teachers faced challenges in understanding the concepts and teaching strategies promoted by the new curriculum. This indicates the need for increased training and debriefing of teachers to enable them to play their role as learning facilitators in the spirit of this curriculum. Second, limited facilities and infrastructure, both in terms of funds and teaching materials, are a serious obstacle to the implementation of this curriculum. Therefore, there is a need for further support from the government and related parties to ensure the availability of adequate infrastructure.

Abstrak:

Kata Kunci:
Permasalahan,
Kesiapan guru,
implementasi
kurikulum baru.

Perubahan kebijakan kurikulum baru ternyata memunculkan berbagai problematika kesiapan di kalangan para guru, guru diuji dalam menerapkan kurikulum merdeka belajar di sekolahnya masing-masing. Untuk itu, penelitian ini bertujuan untuk melakukan kajian literatur terhadap permasalahan kesiapan guru dalam mengimplementasikan kurikulum baru atau kurikulum merdeka belajar serta mencari solusinya. Metode yang dipilih dalam penelitian ini adalah metode SLR (*Systematic Literature Review*). Penelitian ini mereview 15 artikel yang relevan dengan kurikulum merdeka belajar serta permasalahan yang dihadapi guru dalam mengimplementasikan kurun waktu 2022—2023 dengan fokus pada permasalahan, kesiapan guru, dan implementasi kurikulum baru.

Artikel yang digunakan pada penelitian ini diperoleh dari Sinta Journal, dan Publish or Perish. Hasil penelitian ini menunjukkan bahwa pertama, sebagian besar guru menghadapi tantangan dalam pemahaman konsep dan strategi pengajaran yang diusung oleh kurikulum baru. Hal ini menandakan perlunya penguatan pelatihan dan pembekalan kepada guru agar mereka dapat menjalankan peran mereka sebagai fasilitator pembelajaran sesuai dengan semangat kurikulum ini. Kedua, keterbatasan sarana dan prasarana, baik itu dalam hal dana maupun materi ajar, menjadi hambatan serius dalam implementasi kurikulum ini. Oleh karena itu, perlu adanya dukungan lebih lanjut dari pemerintah dan pihak terkait untuk memastikan ketersediaan sarana prasarana yang memadai.

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Tadris Bahasa Indonesia
Institut Agama Islam Negeri Madura, Indonesia

INTRODUCTION

The creation of a new curriculum is a tool to improve the quality standards of education (Romadhon dkk. 2023). This is motivated by the massive impact of the Corona Virus Disease 2019 (COVID 19) pandemic that has hit Indonesia since early 2020, making education one of the aspects affected by the pandemic. This difficulty is felt by all parties, including teachers, students and parents. The reason for this is that the teaching and learning process cannot be done directly, and teachers have to provide materials presented in online form every day suddenly, without any prior preparation through training, seminars, or socialization (Al Husna 2023). From this hindered and lagging teaching and learning process, recovery is needed to improve the Indonesian education system, one of which is through changes in the implementation of a curriculum that the nation can be judged by the success of its education, the success itself is adjusted to the needs of students (Prihatien dkk., 2023).

In response to the COVID 19 pandemic problem, The government's efforts to improve the quality of Indonesia's education system are ongoing so that it is not left behind, with various program plans to be implemented (Prihatien dkk., 2023). For this reason, Merdeka Belajar Curriculum is present as an answer to the fierce competition for human resources globally and the delay in education in Indonesia due to the Covid 19 pandemic (Mulyana dkk., 2023). The existence of this curriculum renewal is very influential on the learning process, with this renewal, those related to the process, methods and learning models will be more effective and efficient (Windayanti dkk. 2023). The policy to implement the Merdeka Belajar Curriculum refers to Permendikbud Ristek No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Elementary School, and Junior High School; Permendikbud Ristek No. 7 of

2022 concerning Content Standards in Early Childhood Education, Elementary School and Junior High School; Permendikbud Ristek No. 56 of 2022: concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery; and BSNP Head Decree No. 008. /H/KR/2022 of 2022 on Learning Outcomes in Early Childhood Education, Elementary School and Junior High School in the Merdeka Belajar Curriculum (Sasmita and Darmansyah 2022).

The Merdeka Belajar Curriculum itself is a curriculum whose learning structure is divided into two main activities, namely, first, the project to improve the Pancasila Student Profile, which refers to the graduation competency standards that must be met by students, and second, the content in learning is associated with learning outcomes that must also be met by students in each subject (Solikhah 2023). However, the new policy changes in the curriculum turned out to raise various readiness problems among the teachers, who are an important component in education being tested in implementing this new curriculum in their respective schools (Purani 2022). At the core of freedom to learn is freedom of thought for teachers and learners (Windayanti dkk. 2023). Therefore, teachers are required to be able to build and develop innovative learning and build conditions so that students have independent awareness to manage their learning based on the learning style that is suitable for them (Prihatini and Sugiarti 2022).

There are several relevant previous studies that discuss the problems of teachers in dealing with the new curriculum. The research by Sasmita & Darmansyah (2022) shows that; there are three obstacle factors for teachers in implementing an Merdeka Belajar Curriculum at SDN 21 Koto Tuo, namely technology, limited literacy, and soft skills or competencies. Then research by Syafi'i' (2023) at MTs As'adiyah Uloe shows that; 1) Only a small proportion of teachers have designed learning tools such as CP, TP, ATP and teaching modules. But not yet completed. 2) Teachers are not ready and have not prepared learning project modules. 3) For all the subjects taught in Class VII, facilities in the form of teaching materials (books) have been provided by the madrasa. As for additional facilities in the form of e-books and other teaching materials, each subject teacher has possessed and prepared them. 4) Only some teachers plan differentiated learning. 5) Only a few teachers conduct assessments, both cognitive and non-cognitive. And research by Windayanti dkk. (2023) at SMA Negeri 3 Sungai Penuh demonstrates that the teachers' challenges with the Merdeka Belajar Curriculum are in the areas of planning, executing, and assessing learning. These challenges include the inability to analyze CP, create TP and compile ATP and teaching modules, decide on

learning strategies and methods, be unable to use technology, be unable to use learning methods and media, have too much teaching material, and decide on class projects, and determining class projects.

Based on these problems, research is carried out that specializes in knowing what problems teachers experience in implementing the new curriculum (independent curriculum) in the period of 2022—2023 through a systematic literature review. Because many teachers in more than 140 thousand educational units have chosen and implemented the Merdeka Belajar Curriculum in the 2022/2023 school year (Damayanti dkk. 2023). This is certainly a difference between this research and previous studies. There is no related research that generally analyzes the problems of teachers in implementing the Merdeka Belajar Curriculum in all levels of education in Indonesia. In addition, the Merdeka Belajar Curriculum is a new curriculum and not all schools have implemented this curriculum. Seeing the above background, it is very important to conduct further research with the impact of this new curriculum on the problematic readiness of teachers in the teaching process and solutions to produce valid data related to the problems studied in this article and hope that it can be useful for educational institutions and educators (teachers) to achieve educational goals.

METHOD

In this study, the research using SLR (Systematic Literature Reviews) to identify and review related literature that is appropriate to the main topic of discussion. The author collected, reviewed, and summarized data from previous research findings related to the problematic of teachers' readiness in facing the new curriculum in order to answer the research questions.

A systematic search was conducted by entering the keywords "problematic", "teachers", "Merdeka Belajar Curriculum", and "new curriculum" in several leading databases such as Google Scholar, Publish or Perish, and Sinta Journal. The author took several articles that were in accordance with the topic of discussion, namely the problems of teachers' readiness in implementing the new curriculum. The collected articles are then brought together in Mendeley Desktop to facilitate data processing, creating a systematic literature review pattern. Data searches are conducted anywhere, anytime, and without time constraints to find answers to research questions.

Planning the Review

By focusing the study objectives into a series of research questions, the researcher designed the review procedure. In order to perform the research, the researcher decided on the search method, search terms, inclusion and exclusion criteria, and quality assessment standards to be used on the article that were extracted. More information about this is provided below.

Review Objectives and Research Question

With the increasing complexity of the problem of teachers' readiness for curriculum implementation, then the main purpose of this article is to discuss about why the problems of teachers' readiness raised in implementing new curriculum and what are the solutions of problems of teachers' readiness to the performance in implementing new curriculum. Based on the purpose of this article, so the research question and motivation this literature review addresses are displayed in Table 1.

ID	Question	Motivation
RQ 1	Why the problems of teachers' readiness arose in implementing new curriculum?	To discuss the problems of teachers' readiness arisen in implementing new curriculum.
RQ 2	What are the solutions to the problems of teachers' readiness to perform in the implementation of new curriculum?	To discuss the solutions to the problems of teachers' readiness to perform in the implementation of new curriculum?

Table 1. Research Question (RQ)

Search Strategy

The search strategy was used to obtain relevant sources of information to find articles that fit the Research Question (RQ). The search was conducted in three databases as shown in Table 2.

Electronic Databases	Google Scholar	2 articles
	Publish or Perish	5 articles
	Sinta Journal	10 articles
Searched Items	Journal	15 articles
	Proceeding Papers	1 article
Search applied on	Thesis	1 article
	Complete text to make sure don't miss any publications that are pertinent to the review object but don't have our search terms in their titles or abstracts.	
Language	English	0 article
	Indonesian	17 articles
Publication period	2022-2023	

Table 2. Search Sources

Search Criteria

The three components of the search criteria utilized for this review are as follows:

- (a) C1 is a string of terms associated with issues, such "problems" and "constraints"
- (b) C2 is a string consisting of keywords related to Teachers' Readiness such as "Teachers' Readiness" or "unreadiness of Teachers"
- (c) C3 is a string made up of keywords related implementing new curriculum such as "implementing new curriculum" and "implementing of Merdeka Belajar Curriculum"

The expression search criteria are "C1, C2, and C3." An example of a search in the electronic databases is ("problems" or "constraints") and ("teacher's readiness" or "teacher's unreadiness") as well as ("implementation of new curriculum" and "implementation of Merdeka Belajar Curriculum"). We manually constructed the search query in each of the three databases according to the features that database offers.

Inclusion and Exclusion Criteria

This stage is used to decide whether the data found (journal articles) are suitable for use in SLR (Systematic Literature Reviews) or not. Journal articles that met the eligibility criteria were included in the inclusion criteria, and those that did not meet the eligibility criteria were included in the exclusion Criteria. The inclusion and exclusion criteria are described in Table 3.

Inclusion	<p>It is relevant to the search terms defined above "problems" "teachers' readiness" and "implementing new curriculum" or "Merdeka Belajar</p> <hr/> <p>are the studies relevant to the search terms ?</p> <hr/> <p>Academic articles and conference papers.</p> <hr/> <p>The Study Published From 2022 until 2023</p>
Exclusion	<p>Study that not focus on explicitly</p> <hr/> <p>Prefaces, power point, keynote, viewpoint, tutorials, anecdote papers, and only the presentation slides, as these aren't usually examined by peers</p> <hr/> <p>publication of articles before 2022</p>

Table 3. Inclusion and Exclusion Criteria

Conducting the Review

This section describes the article review process that follows the research planning process. This article review is conducted in three stages as follows;

Study Search and Selection

In the first stage, articles were selected from three databases as shown in Table 2 and 17 articles were selected. The selection of articles is based on the title and keywords that match the topic of discussion. In the second stage, the articles were filtered again based on in-depth reading of the abstracts and selected articles that had relevance to the topic of discussion. From this selection, 15 articles remained. The third stage was to analyze the content of the articles to filter out the articles that were necessary and relevant to the topic of discussion by ignoring those that were not necessary. From the third stage of the process, 15 all articles were left that met the inclusion criteria. The final results of this screening were the most relevant to the research needs and were then used as data for analysis. The bibliometric summary of the selected articles is presented in Table 4.

Description	Results
Reviewed articles	15
Sources (journals articles)	15
Period	2022-2023
Authors	42
Authors of single-authored documents	2
Authors of multi-authored documents	40
Single-authored documents	2
Multi-authored documents	13
Documents per author	2.80
Authors per document	0,35

Table 4. The Bibliometric Summary of Data Sample

Quality Assessment

The following question from the quality evaluation criteria is used to evaluate the data found:

- (a) QA1. It is relevant to the search terms defined above "problems", "teachers readiness" and "implementing new curriculum" or "Merdeka Belajar Curriculum"?
- (b) QA2. Are the studies included in Academic articles and conference papers?
- (c) QA3. Are the studies written in English or Indonesian?
- (d) QA4. Are the studies published from 2022-2023?

Data Extraction and Synthesis

After going through the article search and selection process, the researcher read and analyzed the entire content of the selected articles, which amounted to 15 articles. The articles were grouped by year of publication to determine the trend of research on teacher preparation issues. Then, the articles were grouped by journal name. After the grouping process, the content of the articles was read as a whole to evaluate the quality of the articles. In the next step, the content of each article was described based on the research questions, namely the problems of teachers' readiness arose in implementing the new curriculum and the implications of problems of teachers' readiness on the performance in implementing the new curriculum. After a clear description, conclusions were drawn to answer the research question (RQ).

RESULT AND DISCUSSION

Search Progres Results

In the result of the search process, the data are grouped by year of publication to see research trends related to the problems of Teachers' readiness in implementing new curriculum. The graphs of research trends can be seen in Table 5.

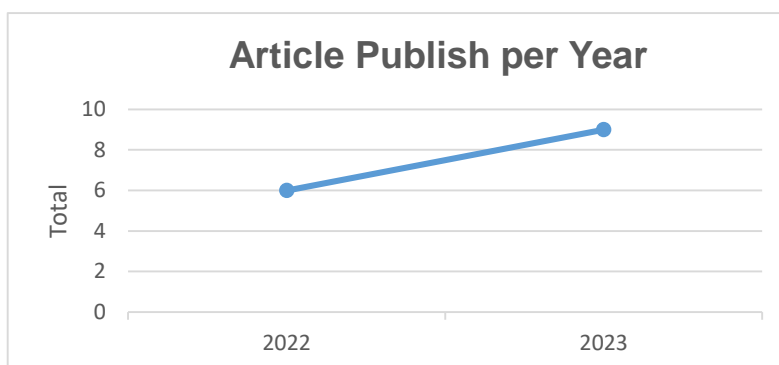


Table 5. Research Trends of the problems of teacher's readiness in implementing new curriculum

Almost all jurnal articles of the problems of teacher's readiness in implementing of new curriculum were published in 2023 with of 9 articles, and the minimum number of journal articles was in 2022 with 6 articles.

The Bibliometric of Data Sample

After the search progres results, we reviewed and analyzed 15 articles realted to "The Problem of Teacher's Readiness in Implementing New Curriculum" which we limited their publication to only 2 years, namely from 2022-2023. On On Publish or perish 3 articles in 2022 and 1 article in 2023. Then on Sinta Journal 3 in 2022 and 7 from 2023.

The results of the article search process are grouped by journal type to make it easier to see the type of journal or type of data obtained through the search process. The results of the process are described in Table 6 as follows.

No.	Data Type	Journal Name	Year	Language	Total
1	Journal Article	Journal on Education	2023	Indonesian	3
2	Journal Article	Al-Hasanah: Journal of Islamic Religious Education	2023	Indonesian	1
3	Journal Article	Journal of Elementary Education	2022	Indonesian	1
4	Journal Article	Az-Zakiy: Journal of Islamic Studies	2023	Indonesian	1
5	Journal Article	Pendas: Scientific Journal of Basic Education	2023	Indonesian	1
6	Journal Article	Journal of Education and Counseling	2022	Indonesian	1
7	Journal Article	OUTLOOK: JOURNAL OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION	2023	Indonesian	1
8	Journal Article	Journal of Science Media	2022	Indonesian	1
9	Journal Article	Al-Madrasah: Scientific Journal of Madrasah Ibtidaiyah Education	2023	Indonesian	1
10	Journal Article	Perkhasa Journal of Basic Education	2022	Indonesian	1
11	Journal Article	Scientific Journal of Education Profession	2023	Indonesian	1
12	Journal Article	Rare Library Journal of Basic Education	2022	Indonesian	1
13	Journal Article	Basicedu Journal	2023	Indonesian	1
Total					15

Table 6. Grouping by Journal

Based on the grouping above, it can be seen that almost all articles were taken from different journals. Only one journal took more than one article. These are the journal "Journal on Education" which took 3 articles. All of the journals were written in Indonesian language.

Result of Inclusion and Exclusion Criteria Selection

Based on the article selection process, out of 28 articles selected from the three databases, after going through the inclusion and exclusion process, 15 articles were selected to be reviewed. The articles were then subjected to a quality assessment stage to indicate whether the data could be used in this study. The quality assessment of these articles can be seen in **Table 7**.

No.	Article	Year	RQ1	RQ2	Result
1	Article 1 (Windayanti dkk. 2023)	2023	O	X	✓
2	Article 2 (Mulyana, Ramdani, and Nur'ainiyah 2023)	2023	O	O	✓
3	Article 3 (Silaswati 2022)	2023	O	X	✓
4	Article 4 (Syafi'i 2023)	2023	O	X	✓
5	Article 5 (Nabillatus Solikhah 2023)	2023	O	X	✓
6	Article 6 (Sasmita and Darmansyah 2022)	2023	O	X	✓
7	Article 7 (Prihatini and Sugiarti 2022)	2023	O	O	✓
8	Article 8 (Prihatien, Amin, and Hadi 2023)	2023	O	O	✓
9	Article 9 (Ekawati and Susanti 2022)	2023	O	X	✓
10	Article 10 (Khonsa and Safitri 2023)	2023	O	O	✓
11	Article 11 (Jamjemah dkk. 2022)	2023	X	O	✓
12	Article 12 (Tandiarrang, Sihotang, and Gracia 2023)	2023	O	O	✓
13	Article 13 (Ni Kadek Candra Purani 2022)	2023	O	X	✓
14	Article 14 (Anisya Al Husna 2023)	2023	O	O	✓
15	Article 15 (Romadhon dkk. 2023)	2023	X	O	✓

Table 7. Quality Assessment Result

Symbol Description:

O : Teacher readiness problems and solutions in implementing the new curriculum written in the article.

X : The article does not include teacher readiness problems and solutions in implementing the new curriculum.

✓ : The article can be used in research because it contains a discussion of the problems of teacher readiness and solutions in the effort to implement the new curriculum.

Article Review

After going through the quality assessment stage, the authors can describe the contents of each article in more detail regarding the research question. The article review is described in Table 8.

Authors	Problems	Solutions
<p>Windayanti, Mihrab Afnanda, Ria Agustina, Emanuel B S Kase, Muh Safar, Sabil Mokodenseho</p>	<ul style="list-style-type: none"> (a) Difficulty in determining appropriate learning methods and strategies (b) Teachers' lack of ability to use technology (c) Lack of ability and readiness of teachers in using varied learning methods and media (d) Less proficient in applying technology in learning (e) Teaching material that is too broad (f) Teachers have difficulty indetermining class projects in the classroom in the implementation of project-based learning 	
<p>Cahya Mulyana, Andrea Frendi Zega Ramdani, Nur'ainiyah</p>	<ul style="list-style-type: none"> (a) Independent curriculum policy that must be reinterpreted by schools (adapted to the capabilities and circumstances of the school) (b) Teachers who still have to adapt to the Merdeka Curriculum 	<ul style="list-style-type: none"> (a) Participate in internal and external workshops (b) Expanding knowledge about learning methods (c) Sharing with fellow educators (d) Changing Mindset
<p>Diana Silaswati</p>	<ul style="list-style-type: none"> (a) Teachers still face a number of problems and difficulties, especially related to the completeness of digital facilities and infrastructure due to the rapid development of science and technology, as well as related to funds, minimum facilities and infrastructure. 	
<p>Ahmad Syafi'i</p>	<ul style="list-style-type: none"> (e) In terms of learning tools including CP, TP, ATP, and teaching modules, teachers are not ready. It can be seen that very few have completed the administration. (f) In terms of learning projects, in fact, no teachers have submitted their project modules. (g) In terms of differentiated Learning design, teachers have not planned the learning design, so it can be said that almost all teachers are not ready. (h) In terms of assessment, only a small proportion of teachers conduct cognitive diagnostic and non-cognitive diagnostic assessments. (i) Comprehensively, it can be said 	

	that teachers are not fully prepared to implement the Merdeka Belajar curriculum.	
Nabillatus Solikhah, Aktim Wahyuni	<ul style="list-style-type: none"> (a) Teachers have difficulty operating technology. (b) Constraints in planning, implementation, evaluation, and follow-up of learning... (c) Difficulty in time allocation when conducting project-based learning. 	
Eli Sasmita, Darmansyah	<ul style="list-style-type: none"> (a) Many teachers have not been able to demonstrate their ability to engage with the independent curriculum. (b) Teachers only focus on theory, there is no clear acceleration in building an approach to utilizing technology. 	
Arti Prihatini, Sugiarti	<ul style="list-style-type: none"> (a) Teachers experience obstacles in planning, implementing, evaluating and following up on learning. 	<ul style="list-style-type: none"> (a) Teachers make innovations in various aspects of learning, namely learning materials, learning strategies, learning media, and assessment. (b) Teachers continue to increase their knowledge and hone their skills so that they can teach students well. (c) Teachers manage the class and students' interest in learning well through the use of learning media.
Yatmi Prihatien, M. Syahrudin Amin, Yul Alfian Hadi	<ul style="list-style-type: none"> (a) Teachers have difficulty in analyzing the available teaching modules. (b) Teachers are less proficient in utilizing technology. (c) No special training for teachers in implementing the independent curriculum. 	<ul style="list-style-type: none"> (a) Teachers try to join teachers' working groups to gain insight and discuss the independent curriculum. (b) The principal provides adequate facilities and infrastructure according to the needs of teachers and students. (c) Parents monitor learning at home and supervise students' attitudes according to the Pancasila learner profile.
Ridania Ekawati, Dini Susanti	<ul style="list-style-type: none"> (a) Lack of socialization and workshops on the independent curriculum. 	
Nabilah Khonsa, Desy Safitri, Sujarwo	<ul style="list-style-type: none"> (a) Lack of government guidance and assistance in guiding educational institutions. (b) Lack of clear guidance. (c) Teachers' difficulty in accepting change. (d) Difficulty in organizing projects with themes relevant to all subjects. 	<ul style="list-style-type: none"> (a) Guidance and guidance for teachers in implementing the Merdeka curriculum.

Jamjemah, Djudin Tomo, Erlina, Agung Hartoyo		<ul style="list-style-type: none"> (a) Teachers improve self-competence. (b) Learn and understand the structure of Merdeka Curriculum and training independently through Merdeka Mengajar Platform.
Kristina Lai Tandiarrang, Hotmaulina Sihotang, Lisa Gracia	<ul style="list-style-type: none"> (a) Facilities and learning resources are still very minimal. (b) Technology-illiterate teachers. (c) Teachers are comfortable with the old ways and have no experience in independent learning. 	<ul style="list-style-type: none"> (a) Participating in trainings such as the Teacher Working Group (KKG). (b) Training to provide understanding and training in utilizing online features as learning media.
Ni Kadek Candra Purani, I Ketut Dedi Agung Susanto Putra	<ul style="list-style-type: none"> (a) Teachers lack understanding of the structure of the independent curriculum. (b) Training is needed regarding the preparation of teaching modules and learning assessments in the independent curriculum. (c) Teachers still do not have a clear picture of the implementation of the independent curriculum. 	
Anisya Al Husna, Henry Aditia Rigianti	<ul style="list-style-type: none"> (a) Teachers have difficulty in determining the right learning methods and strategies. (b) Teachers still lack the ability to use technology. (c) Limited student books. (d) Lack of teacher ability and readiness to use varied learning methods and media. (e) Less proficient in applying technology in learning (f) The teaching material is too broad. (g) Constraints in planning, implementation, evaluation and follow-up learning. 	<ul style="list-style-type: none"> (a) Conduct regular meetings with the teachers' working group (KKG). (b) Mentoring with PMO and mentoring with special principal coaching. (c) Participated in training on the implementation of Merdeka Curriculum.
Kharisma Romadhon		<ul style="list-style-type: none"> (a) Teachers prepare teaching materials, differentiated learning, teaching materials in the form of books and modules, learning outcomes, learning objectives, formative assessment, learning models, learning strategies.

Table 8. Review of articles about problems and solutions for teachers in implementing the new curriculum

RQ 1; Why the problems of teacher's readiness arized in implementing the new curriculum?

Among the problems of teacher's readiness arising in implementing the new curriculum are outlined below in Table 9.

No.	Usages	Article	Total	Percentage
1	Lack of facilities and infrastructure to support learning process.	3, 12, 14	3	12%
2	Low teacher proficiency in using technology	1, 5, 8, 12, 14	5	20%
3	Lack of guidance & training from the government for teachers in implementing the independent curriculum	8, 9, 10, 13	4	14%
4	Constraints in planning, implementation, evaluation, and follow-up learning	1, 4, 5, 6, 7, 8, 14	7	27%
5	Lack of teacher understanding of the independent curriculum	1, 2, 4, 5, 6, 10, 13	7	27%

Table 9. The problems of teacher's readiness in implementing the new curriculum

Curriculum changes are commonplace and often occur in the scope of education in Indonesia. The implementation of the new curriculum often brings several problems to teachers in their efforts to implement it at the school level. Lack of understanding of the new curriculum, lack of facilities and infrastructure to support the success of learning, low teacher skills in the use of technology, and learning materials that are too broad are often a challenge for teachers in implementing the new curriculum in schools. The government as a policy provider is also less competent. This is evidenced by the lack of guidance and training for teachers in efforts to implement the new curriculum. Minimal learning support facilities also greatly affect the efforts to implement the new curriculum.

RQ 2: What are the solutions to the problems of teachers' readiness to perform in the implementation of the new curriculum?

The implementation of a new curriculum that is full of problems must certainly be accompanied by solutions so that the objectives of implementing the new curriculum can be achieved. Among the several solutions carried out in an effort to deal with the problems of implementing the new curriculum are described in the following Table 10.

No.	Challenges	Article	Total	Percentage
1	Provide guidance and direction for teachers on the independent curriculum	2, 10	2	15%
2	Participate in regular meetings with the teachers' working group	2, 8, 12, 14	4	31%
3	Participated in training on the implementation of the independent curriculum	10, 12, 14	3	23%
4	Improve individual teacher quality	2, 7, 11, 15	4	31%

Table 10. The problems of the teacher's readiness to perform in the implementation of the new curriculum

In dealing with the implementation of the new curriculum, good cooperation between teachers and the government is key. Teachers, as the spearhead in implementing the curriculum in the classroom, need adequate support and provision. Therefore, the government needs to provide comprehensive training to teachers, not only on the new curriculum materials but also on relevant teaching strategies. In addition, open communication between teachers and the government needs to be improved, so that any changes or obstacles in implementation can be immediately identified and addressed collaboratively. The government, on the other hand, needs to ensure the availability of adequate resources, both in the form of training, teaching materials and supporting infrastructure. Transparency in curriculum planning and decision-making processes will help build trust between teachers and the government. In addition, the government also needs to adopt effective evaluation mechanisms to measure the impact of the new curriculum on the overall quality of education. With good synergy between teachers and the government, it is hoped that the implementation of the new curriculum can run smoothly and make a positive contribution to improving the quality of education.

Based on the data above, it can be concluded about the problems and solutions for teachers in the effort to implement the new curriculum in **Tabel 11**.

(a) Lack of facilities and infrastructure to support learning	(f) Provide guidance and direction for teachers on the independent curriculum
(b) Low teacher proficiency in using technology	(g) Participate in regular meetings with the teachers' working group
(c) Lack of guidance & training from the government for teachers in implementing the Merdeka Belajar Curriculum	(h) Participated in training on the implementation of the Merdeka Belajar Curriculum
(d) Constraints in planning, implementation, evaluation, and follow-up learning	(i) Improve individual teacher quality
(e) Lack of teacher understanding of the Merdeka Belajar Curriculum	

Table 11. Summary of the problems and solutions for teachers in implementing the new curriculum

The curriculum is a comprehensive educational blueprint that offers a structured framework and insightful direction regarding the nature, extent, and order of subject matter, in addition to the overall educational methodology and approach (Jamjemah dkk. 2022). The curriculum in education plays a very important role as an element or component that is positioned to support education and learning goals (Damayanti dkk. 2023). The curriculum also functions as a guideline for organizing educational activities to achieve national education goals (Romadhon dkk. 2023). Over time, the curriculum always changes and often causes problems in its implementation.

The Ministry of Education and Culture launched a new curriculum (the independent curriculum) to catch up and achieve educational goals. However, this policy raises various difficulties for teachers. This lack of understanding triggers problems in implementing the Merdeka Belajar Curriculum. Prihatien dkk (2023) said that In the process of implementing the new curriculum (Independent Curriculum), there are several problems experienced by education units, especially teachers. These problems will certainly cause obstacles in the planning, implementation, and evaluation processes in implementing the independent curriculum. The Merdeka Belajar Curriculum must first be understood by educators before being applied to students.

Seeing some of the problems in implementing the Merdeka Belajar Curriculum, especially for teachers, countermeasures should be made. The efforts made to overcome the problems of implementing the Merdeka Belajar Curriculum are through special training attended by the Principal and teachers to find out more about the implementation of the Merdeka Belajar Curriculum. Many of the concepts of implementing an Merdeka Belajar Curriculum must be understood by all teachers so that the Principal strives to always improve the quality of the teachers (Solikhah 2023).

What is very important in implementing the concept of an Merdeka Belajar Curriculum is the consistency of all parties in implementing the program. This consistency is especially in implementing learning and evaluation. A well-organized Merdeka Belajar Curriculum will not reach its full potential if those responsible for implementing it at school are not consistent in their efforts. Therefore, teachers must dedicate themselves to comprehending and becoming proficient in the principles of the independent learning program. Additionally, they must possess the skills to create a diverse range of materials, resources, and learning aids, as well as utilize various digital platforms that align with the requirements of the Merdeka Belajar Curriculum (Silaswati 2022).

CONCLUSION

The conclusion of the problems of teachers' readiness in implementing the new curriculum highlights several important findings. First, it was found that most teachers faced challenges in understanding the concepts and teaching strategies promoted by the new curriculum. This indicates the need to strengthen training and debriefing for teachers so that they can carry out their role as learning facilitators in accordance with the spirit of this curriculum. Second, the findings show that limited facilities and infrastructure, both in terms of funds and teaching materials, are a serious obstacle to

the implementation of this curriculum. Therefore, there is a need for further support from the government and related parties to ensure the availability of adequate infrastructure. In conclusion, further improvements and developments in the aspects of training, infrastructure and improving the quality of individual teachers are needed to improve teachers' readiness to implement the new curriculum successfully.

The hope of this study is that the findings can serve as a basis for improving and enhancing teachers' readiness for the implementation of the new curriculum (Merdeka Belajar Curriculum). It is hoped that the government and education policy makers can consider the results of this study as a basis for developing more supportive policies, including more adequate resource allocation and more effective training strategies. In addition, it is hoped that the findings can also guide educational institutions and teachers themselves in identifying areas for improvement in their readiness for curriculum change. With the implementation of the recommendations resulting from this study, it is hoped that a more effective learning environment can be created and ensure the full success of Merdeka Curriculum in improving the quality of education in Indonesia.

This study has several limitations that must be taken into account. First, limited resources were a major obstacle to accessing richer and more representative data. Funding and time constraints have limited the ability to conduct more extensive field research or to obtain additional resources that could corroborate the findings of this study. Second, limited access to certain literature and documentation may have limited the depth of analysis or a more comprehensive understanding. Therefore, the results of this study should be considered with these limitations in mind, and further research that addresses these limitations may be required to gain a more holistic understanding.

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