

EVALUATION OF THE IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM AND ITS IMPLICATIONS FOR TEACHER READINESS IN SECONDARY SCHOOLS

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Abstract

This research aims to evaluate the implementation of the Independent Learning Curriculum and its implications for teacher readiness in secondary schools through a literature review. The Merdeka Belajar Curriculum is an educational initiative that provides teachers with more flexibility to create relevant and contextual learning according to students' needs. This study analyzes various literature that discusses the implementation of this curriculum, as well as the challenges and opportunities faced by teachers. The results of the study show that although there is great potential in this curriculum to improve the quality of education, many teachers still face difficulties in adopting the new approaches required. Factors such as lack of adequate training, limited infrastructure support, and resistance to change are the main obstacles. Therefore, this research suggests the need for a more comprehensive professional development strategy, managerial support, and closer collaboration between schools, parents, and communities to ensure the successful implementation of the Merdeka Belajar Curriculum. Thus, it is hoped that this research can provide deeper insight and become the basis for developing more effective education policies.

Keywords: Independent Learning Curriculum, Teacher Readiness, Middle School

INTRODUCTION

In the current era of globalization, the world of education is faced with various challenges that require innovation in learning methods. One of the main challenges is how to prepare students to face rapid changes in the social, economic and technological environment (Isa et al., 2024). In Indonesia, the existing curriculum is often considered less flexible and too focused on theoretical aspects, thus hindering the development of practical skills that are important for students in real life (YULIANA, 2024). This problem triggers the need for more adaptive and relevant educational reform, which can accommodate the diverse potential and interests of students.