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Teacher Readiness in Implementing The Independent Learning Curriculum

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Abstract : *This study aims to examine the readiness of madrasahs to implement the Independent Learning Curriculum (Kurikulum Merdeka Belajar), with particular attention to teacher readiness and the preparedness of educational facilities and infrastructure. This study employed a mixed-method approach using a concurrent triangulation strategy, integrating qualitative and quantitative data collected simultaneously. Data were obtained through interviews, questionnaires, and documentation involving teachers and relevant school stakeholders at MTsN 1 Bone. The findings indicate that teachers demonstrate a high level of readiness to implement the Independent Learning Curriculum. This readiness is reflected in three main dimensions: teachers' knowledge of the curriculum, their efforts toward professional self-development, and their preparedness to conduct learning activities. Similarly, the readiness of facilities and infrastructure is categorized as ready, as reflected in the adequacy of institutional capacity, learning facilities and infrastructure, and supporting facilities. These findings indicate that MTsN 1 Bone has established adequate human and institutional resources to support the implementation of the Independent Learning Curriculum. However, continuous professional development and the optimization of educational infrastructure remain important to ensure the sustainability and effectiveness of curriculum implementation.*

Keywords : *Teacher Readiness; Educational Facilities; Independent Learning Curriculum.*
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INTRODUCTION

The curriculum is a fundamental component of education because it determines the direction, objectives, learning content, and implementation of educational processes within educational institutions. As education continues to respond to technological developments, societal changes, and evolving student needs, curriculum reform becomes necessary to ensure that learning remains relevant and responsive (Chen & Lin, 2022; Hilt & Riese, 2022; Voogt et al., 2023). In Indonesia, curriculum development has undergone several changes to address emerging educational challenges and improve the quality of learning (El-Islamy et al., 2023; El Koshiry et al., 2023). One of the most recent reforms is the Independent Learning Curriculum (*Kurikulum Merdeka Belajar*), introduced by the Minister of Education, Culture, Research, and Technology in 2022. The curriculum was initially implemented on an optional basis and was designed, among other purposes, to address the educational disruption and learning loss resulting from the COVID-19 pandemic.

The Independent Learning Curriculum provides greater flexibility for educational institutions to develop contextual operational curricula according to students' needs and the characteristics of their respective educational environments (Pers & Kementerian Pendidikan, Kebudayaan, Riset, 2022). This flexibility is intended to encourage more meaningful, adaptive, and student-centered learning (CNN Indonesia, 2022). However, curriculum flexibility also creates new demands for educational institutions because successful implementation depends not only on the curriculum policy itself but also on the readiness of the institutions, school leaders, teachers, and supporting resources (Andriani et al., 2021; Sindo News, 2022). Previous curriculum reforms demonstrate that differences in human-resource capacity and teachers' understanding can affect the speed and effectiveness of curriculum implementation. Consequently, the successful implementation of the Independent Learning Curriculum requires adequate preparation and a shared understanding among curriculum developers, school leaders, teachers, and other educational stakeholders.

Teacher readiness is particularly important because teachers are the primary actors who translate curriculum policies into classroom practices (Geletu & Mihiretie, 2023; Ihsan, 2022). The implementation of the Independent Learning Curriculum requires teachers to understand its principles, develop their professional competencies, adapt instructional practices, and design learning that accommodates students' diverse interests, talents, abilities, and needs (Kompas, 2023; Rosmana et al., 2022) . The curriculum also encourages teachers to become more independent in developing learning strategies and to utilize available professional development resources, including the *Merdeka Mengajar* platform (Ilah, 2020); Rahmawati et al., 2022). Therefore, curriculum implementation cannot be separated from teachers' knowledge, professional development, and readiness to transform their teaching practices.

The issue of teacher readiness becomes more significant because the transition to the Independent Learning Curriculum occurs amid differences in teachers' technological competencies and experiences with digital learning. Data cited in the existing literature indicate that a substantial proportion of teachers still experience limitations in technology mastery (Amali, 2023; Imrotin & Sari, 2022). This condition highlights that curriculum reform is not

merely a matter of changing curriculum documents but also requires changes in teachers' pedagogical perspectives and classroom practices (Shah, 2023; Zuaro, 2023). Teachers are expected to develop learning that is more learner-centered and responsive to students' individual characteristics (Dwivedi et al., 2021; Kajiwara et al., 2023). Thus, assessing teacher readiness is essential for determining whether educational institutions possess the human-resource capacity required to translate curriculum policy into effective learning practices.

In addition to teacher readiness, the implementation of a new curriculum requires adequate institutional support, particularly facilities and infrastructure. The availability and capacity of learning facilities, supporting infrastructure, and other institutional resources influence the extent to which curriculum demands can be translated into actual learning practices (Kajiwara et al., 2023; Sevinç, 2022). Previous studies have examined several dimensions of readiness, including the readiness of primary school principals and teachers, infrastructure readiness in senior high schools, and teacher readiness in vocational high schools (Khine & Liu, 2022). These studies demonstrate that curriculum implementation requires attention to both human resources and institutional conditions.

Previous research has also examined teachers' responses and readiness toward the Independent Learning Curriculum. Studies on chemistry teachers' responses to the prototype curriculum, for example, found differences in teachers' perceptions: some teachers accepted the curriculum change, whereas others considered its implementation difficult because they had not fully understood the characteristics of the new curriculum (Baharun et al., 2022; Zainal et al., 2022). Other research has specifically discussed teacher readiness and identified continuing concerns regarding teachers' understanding of curriculum implementation and assessment (Ingaldi et al., 2023). These findings indicate that readiness is a multidimensional issue involving knowledge, attitudes, professional development, and the ability to implement curriculum requirements in classroom practice (Efendi, 2022; Hilt & Riese, 2022). Nevertheless, an important research gap remains. Existing studies have predominantly focused on teachers' responses, leadership, or the implementation of the Independent Learning Curriculum in public schools and have tended to examine particular dimensions of readiness separately. Research concerning Islamic educational institutions or madrasahs remains relatively limited, particularly research that simultaneously examines teacher readiness and the readiness of facilities and infrastructure (Murtado et al., 2023; Stoneham et al., 2021; Tsauri, 2022). The existing literature also indicates that many studies employ either qualitative or quantitative approaches independently, while relatively few studies investigate madrasah readiness through the integration of qualitative and quantitative evidence. This gap is important because madrasahs operate within distinctive institutional and educational contexts that require attention to both pedagogical readiness and institutional capacity.

The novelty of this study lies in its integrated examination of madrasah readiness for implementing the Independent Learning Curriculum by combining teacher readiness and facilities and infrastructure readiness within a single analytical framework. While previous studies have predominantly examined teachers' responses, teacher readiness, leadership, or infrastructure separately, this study brings these dimensions together to provide a more comprehensive representation of institutional readiness. Furthermore, the study is situated

specifically within the context of an Islamic secondary education institution (madrasah), a setting that remains relatively underexplored in the existing literature. Methodologically, this study also contributes by employing a mixed-method approach with a concurrent triangulation strategy, enabling qualitative and quantitative evidence to be examined simultaneously and used to strengthen the interpretation of madrasah readiness. Thus, the study does not merely describe whether teachers or facilities are ready, but provides an integrated assessment of the human-resource and institutional conditions that support the implementation of curriculum reform in madrasah education.

The context of MTsN 1 Bone further demonstrates the importance of examining this issue empirically. Preliminary interviews with the Vice Principal for Curriculum at MTsN 1 Bone indicated that one of the challenges in preparing the madrasah for the implementation of the Independent Learning Curriculum was the limited provision of training and workshops (*Bimtek*) for teachers. The transition to a new curriculum requires stakeholders to develop sufficient understanding and preparedness because its implementation involves changes in curriculum orientation, learning practices, and institutional management. This condition makes MTsN 1 Bone a relevant context for investigating how teacher readiness and institutional resources support curriculum implementation.

Based on this context and the identified research gap, this study focuses on the readiness of MTsN 1 Bone in implementing the Independent Learning Curriculum. Madrasah readiness is examined comprehensively by considering teacher readiness and the adequacy of facilities and infrastructure as integral dimensions of institutional preparedness. Through a mixed-method approach with a concurrent triangulation strategy, this study provides an integrated assessment of the conditions supporting curriculum implementation in the madrasah context.

METHOD

This research uses field studies, which are specifically categorized as mixed methods research, combining qualitative and quantitative research approaches. The methodology applied uses the triangulation strategy together as the design model. This design model is defined as a research method that integrates qualitative and quantitative research methods simultaneously, both in data collection and analysis. Subsequently, the acquired data is compared to identify elements suitable for integration and differentiation(Sugiyono, 2011). Consequently, the acquired data becomes more comprehensive and accurate. The research was conducted at MTsN 1 Bone, located on Jend. Sukawati St., Manurunge Village, District of Tanete Riattang, Bone Regency, South Sulawesi Province. The study took place from July to September 2023.

The research subjects in this study were the Vice Principal for Curriculum at MTsN 1 Bone and educational staff, with a total sample size of 50 individuals. The selection of these research subjects is expected to provide information and data regarding the overall readiness of MTsN 1 Bone in implementing the Independent Learning Curriculum.

Data in this research were obtained from information and documents through official documents and individual documents related to the efforts made by the educational institution

to assess the readiness of the Madrasah in implementing the Independent Learning Curriculum at MTsN 1 Bone.

Research instruments are tools or materials used in the data collection process. In this study, three types of instruments were used: interview guidelines, questionnaire guidelines, and documents. These instruments were tailored to the techniques and methods of data collection, involving interviews, questionnaires, and documentation. Data collection was carried out in a systematic procedure by adopting a combination research method to obtain more in-depth and accurate research results.

In this research, to obtain data, it was carried out using the following method: 1) Interview. Interview is a data collection technique by asking something to someone who is an informant by talking face to face (Sugiyono, 2013). Interviews are the main instrument in our research. Interviews were conducted with the head of the Madrasah, the representative of the head of the madrasah in the field of curriculum and some madrasah teachers. The purpose of the interview is to dig deeper into information related to the purpose of the research. 2) Documentation. According to Sugiyono (Sugiyono, 2013) that documents are records of events that have passed. Documents can be in the form of writing, images or monumental works by someone. Document study is a complement to the use of observation and interview methods. 3) Questionnaire. A questionnaire is a data collection technique by asking written questions to be answered in writing by the respondent. A questionnaire is a collection of written questions that are used to obtain information from respondents about themselves or things they know. We used the questionnaire as a supporting instrument for the results of the interviews conducted.

The data analysis technique in this research involved analyzing qualitative and quantitative data. Qualitative data analysis uses words that are arranged in an expanded or described text.(Ghony & Almanshur, 2012) The qualitative data analysis was carried out in three stages: data reduction, data presentation, and conclusion drawing, followed by verification. Meanwhile, the quantitative descriptive analysis was conducted by converting the questionnaire scores to a scale of 0-100 and determining the readiness criteria of teachers in implementing the Independent Learning Curriculum based on the following table classification:

Table 1. Assessment Criteria

Criteria	Score
Not Ready	$x \leq 25$
Less Ready	$25 < x \leq 50$
Ready	$50 < x \leq 75$
Highly Ready	$x > 75$

Quantitative descriptive analysis is performed on the raw data obtained to facilitate understanding and to determine the level of each variable. To facilitate descriptive analysis, data presentation is used in the form of a frequency distribution table or percentage table with the following formula(Sudjono, 2005):

$$\mathbf{P = \frac{F}{N} x\ 100\%}$$

Explanation:

P: Percentage

F: Frequency of the item whose percentage is being sought

N: Number of cases (total number of frequencies/individuals)

Curriculum Merdeka is a curriculum with diverse intracurricular learning where. The content will be more optimal so that children are able to develop children's talents and interests. Educators in the perspective of Islamic education is a person who is responsible for the development of students by strive for the development of all potentials, both Affective, Cognitive and psychological in accordance with the values of Islamic teachings.

RESULT AND DISCUSSION

Results

1. Readiness of Teachers at MTsN 1 Bone in the Implementation of the Independent Learning Curriculum

Based on the results of the questionnaire on the readiness of madrasah to implement the Independent Learning Curriculum using the Likert scale, the total score for all questions was 4935 with a percentage of 71%. Based on Table 2, this falls within the criteria for being ready to implement the Independent Learning Curriculum. In general, the distribution of the research results from the questionnaire is presented as follows.

Table 2. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	6%
Ready	$50 < x \leq 75$	71%
Highly Ready	$x > 75$	22%
Total		100%

a) Factual

The results of the survey of teacher readiness in implementing the Independent Learning Curriculum show that in the knowledge dimension with factual indicators, teachers obtained a percentage of 66% in the “ready” category and 29% in the “highly ready” category, as shown in the following table.

Table 3. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Factual Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	4%
Ready	$50 < x \leq 75$	66%
Highly Ready	$x > 75$	29%
Total		100%

Based on interviews with the Vice Principal for Curriculum and several teachers at MTsN 1 Bone, it was stated that all teachers were already aware of the Independent Learning Curriculum, but still needed a lot of learning in its implementation. The Independent Learning Curriculum has been implemented, especially in grade VII for the 2023/2024 academic year.

Based on the results of the study above, it can be concluded that all teachers at MTsN 1 Bone have knowledge and understanding of the concept of the Independent Learning Curriculum, but still need a lot of learning.

b) Conceptual

The results of the conceptual indicator survey show that 59% of teachers are in the "ready" category, 13% are in the "less ready" category, and 27% are in the "highly ready" category, as shown in the following table.

Table 4. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Conceptual Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	13%
Ready	$50 < x \leq 75$	59%
Highly Ready	$x > 75$	27%
Total		100%

The results of an interview with the Vice Principal for Curriculum at MTsN 1 Bone stated that the Independent Learning Curriculum is divided into three models: independent learning, independent change, and independent sharing. The model implemented at MTsN 1 Bone is the independent change model because it has been fully adapted to the learning system for grade VII.

Based on the results of the above research, it can be concluded that teachers at MTsN 1 Bone have a conceptual understanding of the Independent Learning Curriculum and have prepared a curriculum model that will be adapted to the learning system for the 2023/2024 academic year.

c) Procedural

The results of the procedural indicator survey showed that 67% of teachers were in the "ready" category and 28% of teachers were in the "highly ready" category, as shown in the following table.

Table 5. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Procedural Indicators

Criteria	Score	Percetage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%

Ready	$50 < x \leq 75$	67%
Highly Ready	$x > 75$	28%
Total		100%

Based on interviews with the Vice Principal for Curriculum and several teachers at MTsN 1 Bone, it was stated that all subjects in grade VII apply for the Independent Learning Curriculum, which includes 15 subjects including local content. Regarding the procedures of the Independent Learning Curriculum, learning begins with an introduction to the curriculum, namely by participating in training. Then follow the existing stages in accordance with KMA 347 of 2022.

Based on the research results above, it can be concluded that teachers at MTsN 1 Bone already understand the procedures for implementing the Independent Learning Curriculum and that several teachers have participated in several training courses.

d) Metacognitive

The results of the teacher understanding survey with metacognitive indicators showed that 5% of teachers were in the "less ready" category, 68% were in the "ready" category, and 28% were in the "highly ready" category, as shown in the following table.

Table 6. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum in MTsN 1 Bone with Metacognitive Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	68%
Highly Ready	$x > 75$	28%
Total		100%

The results of an interview with the Vice Principal for Curriculum and several teachers said that teachers at MTsN 1 Bone are quite optimistic about facing this latest curriculum. They took advantage of the semester break to prepare themselves by learning and attending independent training. The madrasah has also formed a curriculum team from a group of teachers who are more knowledgeable to share knowledge and information, especially regarding the digital learning system.

Based on the results of the above research, the researcher concluded that teachers at MTsN 1 Bone are optimistic about the Independent Learning Curriculum because some of the teachers have prepared themselves by attending several online seminars on the independent learning curriculum.

e) Knowing One's Potential

The results of the teacher development questionnaire with the indicator of knowing one's potential showed that 5% were in the "less ready" category, 79% were

in the "ready" category, and 16% were in the "highly ready" category, as shown in the following table.

Table 7. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Indicator of Knowing One's Potential

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	79%
Highly Ready	$x > 75$	16%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, the way the madrasah adapted to the preparation and implementation of the Independent Learning Curriculum was through socialization to all students, especially grade VII students. They were introduced to the curriculum from the beginning of the MATSAMA (*Masa Taaruf Siswa Madrasah*) process. For teachers, the curriculum was introduced the previous year.

The results of an interview with a grade VII Social Studies teacher revealed that their self-potential related to the Independent Learning Curriculum was still low in percentage. However, even with this small percentage, it could trigger the desire to continue learning and growing. The results of another interview with a grade VII Qur'an and Hadith teacher revealed that they had already done a lot of research on the Independent Learning Curriculum, such as learning models and materials that would be implemented.

Based on the results of the research above, we can conclude that the teachers at MTsN 1 Bone are already familiar with the Independent Learning Curriculum. They have prepared themselves and have conveyed the curriculum to the students, while also learning about the curriculum themselves.

f) Proactiveness

Based on the results of the teacher development survey with the proactiveness indicator, the percentage of teachers in the “ready” category is 67%, 29% in the “highly ready” category, and 5% in the “less ready” category, as shown in the following table.

Table 8. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Proactiveness Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	79%
Highly Ready	$x > 75$	16%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, the preparation process for the implementation of the Independent Learning Curriculum involved conducting training and developing the Operational Curriculum of the Madrasah.

The results of interviews with several grade 7 teachers at MTsN 1 Bone revealed that the preparation process for the implementation of the Independent Learning Curriculum involved preparing Learning Outcomes, teaching modules, and reference books for the Independent Learning Curriculum.

Based on the research results above, the researcher concluded that MTsN 1 Bone prepared its teachers to implement the Independent Learning Curriculum by conducting training that was in line with the operational curriculum of the Madrasah and also by preparing various books and learning resources for the students.

g) Self-Reflection

The results of the teacher development survey with the reflection indicator show a percentage of 67% in the "ready" category, 4% in the "less ready" category, and 29% in the "highly ready" category, as shown in the following table.

Table 9. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Indicator of Self-Reflection

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	4%
Ready	$50 < x \leq 75$	67%
Highly Ready	$x > 75$	29%
Total		100%

Based on the interview results with the Vice Principal for Curriculum and several 7th-grade teachers regarding the self-reflection process in preparing for the implementation of the Independent Learning Curriculum, it was done by attending both offline and online training and reading the Independent Learning Curriculum guidelines independently. Meanwhile, the students have been given an explanation about the Independent Learning Curriculum during the MATSAMA activity.

Based on the research results, it can be concluded that the MTsN 1 Bone teachers prepare themselves and always reflect back to understand and develop themselves in implementing the Independent Learning Curriculum.

h) Instructional Planning

Based on the results of the questionnaire on teacher dimensions with the indicator of instructional planning, it shows that 5% are in the "less ready" category, 81% are in the "ready" category, and 14% are in the "highly ready" category, as shown in the following table.

Table 10. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Instructional Planning Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	81%
Highly Ready	$x > 75$	14%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, the learning plan at MTsN 1 Bone is aligned with the current KMA 347. Since the school uses two curricula, the planning is also adjusted. K13 is planned for grades VIII and IX, and the Independent Learning Curriculum is planned for grade VII. The learning plan is created before the learning process begins at the beginning of the academic year, involving all stakeholders in the madrasah, including the Principal, Vice Principal for Curriculum, teachers of each subject, and even parents/guardians of students.

In an interview with grade VII mathematics teacher Masyita, she said that the learning plan for the Independent Learning Curriculum begins with the development of learning devices by analyzing the Learning Outcomes (LO) to achieve the Learning Objectives. We also strive to create teaching modules that are tailored to the needs of our students at MTsN 1 Bone.

Based on the results of the above research, it can be concluded that MTsN 1 Bone is ready to plan learning. This can be seen from the preparation of the Learning Outcomes (LO) for each subject by inviting all stakeholders in the madrasah.

i) Learning Process

Based on the results of the survey with learning process indicators, it shows that 5% are in the "less ready" category, 81% are in the "ready" category, and 14% are in the "highly ready" category, as shown in the following table.

Table 11. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Learning Process Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	81%
Highly Ready	$x > 75$	14%
Total		100%

Based on the interview results with the Vice Principal for Curriculum, the implementation of learning in the classroom is centered on the needs of the students and the teachers play a more facilitator role by providing opportunities for students to learn independently and take responsibility for their learning process. In the implementation of learning, P5 (Project for Strengthening the Pancasila Student Profile) and *Rahmatan Lil Alamin* Student Profile (PRA) have also been prepared by choosing a theme to be completed in one year. This was also conveyed by the math teacher that they will carry out collaboration with other teachers in P5 and PRA.

Based on the results of this study, it can be concluded that in the learning process, the teachers at MTsN 1 Bone implement in accordance with the requirements of the Independent Learning Curriculum by playing a more facilitator role and providing projects that are in line with the needs of Pancasila students and *rahmatan lil alamin* students.

j) Learning Assessment

The results of the questionnaire with the learning assessment indicators show that 5% are in the "less ready" category, 69% are in the "ready" category, and 26% are in the "highly ready" category, as shown in the following table.

Table 12. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Learning Assessment Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	69%
Highly Ready	$x > 75$	26%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, it was found that assessment is carried out using several forms of assessment. Diagnostic assessment is conducted by looking at cognitive and non-cognitive aspects. Formative assessment is carried out in the form of project assignments and daily tasks. Summative assessment is also conducted in the form of midterm exams and final exams. The results of an interview with the handicraft teacher also stated the same, that the assessment system is carried out in a summative, formative, and summative manner, and also takes assessment in digital form using Google Forms, worksheets, and quizzes. Assessment is carried out throughout the semester. Based on the results of the above research, it can be concluded that learning assessment activities at MTsN 1 Bone are carried out in various forms of diagnostic, formative, and summative assessments.

In general, the readiness of MTsN 1 Bone in implementing the Independent Learning Curriculum is in the category of ready with a percentage of 71% based on the results of a survey questionnaire. This can be seen from the results of the questionnaire per dimension, namely in the knowledge dimension, it obtained a percentage of 65%, which is in the ready category. Whereas in the personal development dimension, it obtained a result of 69% and is in the ready category. Likewise, in the teacher dimension, with a percentage of 73%, it is in the ready category. The teachers have known the Independent Learning Curriculum factually, conceptually, and procedurally.

Discussion

The findings indicate that the implementation of the Independent Learning Curriculum at MTsN 1 Bone is characterized by an institutional effort to adapt curriculum policy to the actual conditions and readiness of the madrasah. The Vice Principal for Curriculum explained that the implementation of the Independent Learning Curriculum is divided into three models, namely the independent learning model, the independent change model, and the independent sharing model. MTsN 1 Bone has adopted the independent change model because the madrasah has adapted the overall learning system for Grade VII to the principles and structure of the Independent Learning Curriculum. This decision demonstrates that curriculum implementation is not merely a matter of following a national policy, but also involves an institutional process of interpreting, adapting, and operationalizing curriculum regulations according to the capacity and needs of the madrasah. In this context, the selection of the independent change model reflects the madrasah's gradual but systematic movement toward curriculum transformation. The implementation is therefore positioned as an institutional transition in which existing learning practices are adjusted to accommodate new learning objectives, instructional approaches, assessment mechanisms, and student-centered learning principles.

The implementation of the independent change model also illustrates that curriculum reform requires organizational readiness rather than simply administrative compliance. The adaptation of the learning system for Grade VII suggests that MTsN 1 Bone has begun to integrate the principles of the Independent Learning Curriculum into classroom practices and broader academic management. Such adaptation is important because curriculum change often requires schools and madrasahs to reconsider established patterns of teaching, learning, assessment, and classroom management. Teachers are no longer expected to function merely as transmitters of curriculum content but increasingly as learning facilitators who are able to adjust instruction to students' needs and learning characteristics. Consequently, the implementation of the curriculum at MTsN 1 Bone can be understood as a process of institutional learning in which school leaders and teachers continuously negotiate between policy expectations and practical classroom realities. The choice of the independent change

model provides space for the madrasah to implement curriculum reform progressively while simultaneously strengthening its internal capacity.

The findings further demonstrate that teacher readiness constitutes an important component of successful curriculum implementation. Teachers at MTsN 1 Bone show a positive attitude toward curriculum change and demonstrate a willingness to develop their professional competencies. Interviews with the Vice Principal for Curriculum and several teachers revealed that they actively seek information about the Independent Learning Curriculum, participate in seminars, attend curriculum workshops, and engage in various training activities. This initiative indicates that teacher readiness is not limited to understanding the technical differences between the previous curriculum and the Independent Learning Curriculum (Asakir & Mahmudah, 2022). Rather, it involves teachers' willingness to continuously learn, reflect on their existing instructional practices, and develop new competencies that correspond to the demands of curriculum reform. The teachers' active participation in professional development activities also indicates that curriculum change has encouraged them to become more adaptive and responsive to developments in educational policy and pedagogy.

Teacher professional development becomes increasingly important because curriculum reform inevitably changes the competencies required of teachers. The Independent Learning Curriculum emphasizes flexibility, differentiated learning, student-centered approaches, meaningful learning experiences, and greater opportunities for teachers to design learning according to contextual needs (Fianingrum et al., 2023; Inayati, 2022). These demands require teachers to possess not only pedagogical knowledge but also the ability to interpret curriculum documents, design appropriate learning activities, develop assessment strategies, and respond to differences in students' abilities and learning needs (Mawati et al., 2023). Therefore, the willingness of teachers at MTsN 1 Bone to participate in seminars, workshops, and training can be interpreted as an important form of professional adaptation. Such activities provide teachers with opportunities to expand their understanding while reducing uncertainty regarding the practical implementation of the new curriculum. Professional development thus becomes a bridge between curriculum policy at the national level and its implementation at the classroom level.

The findings also suggest that teacher readiness is closely connected with individual initiative. Teachers who actively search for information and voluntarily participate in professional development demonstrate that curriculum implementation cannot depend entirely on formal training provided by educational authorities. Individual initiative becomes particularly important because teachers encounter diverse classroom situations that may not be fully addressed through general curriculum guidelines or formal training sessions (Dlamini et al., 2020; Özeke-Kocabaş & Koyuncu, 2023). By independently seeking information, discussing curriculum issues with colleagues, and participating in professional learning activities, teachers can develop contextual solutions to implementation challenges. This process reinforces the idea that curriculum change is not simply an external policy imposed on teachers

but can become a professional learning opportunity that encourages teachers to reconsider and improve their instructional practices.

Furthermore, the findings indicate that the role of school leadership is essential in creating an environment that supports teacher readiness. The Vice Principal for Curriculum functions not only as an administrative coordinator but also as an important actor in facilitating teachers' understanding and adaptation to curriculum reform. Coordination, dissemination of information, encouragement to participate in training, and facilitation of curriculum-related activities can strengthen teachers' confidence in implementing new instructional practices (Fauzi et al., 2018). In this respect, curriculum leadership becomes a critical element in ensuring that policy transformation is translated into meaningful changes in classroom practice. Strong leadership can reduce the gap between curriculum policy and implementation by providing teachers with direction, opportunities for collaboration, and continuous professional support.

The readiness demonstrated by teachers at MTsN 1 Bone also reflects a broader understanding of professional development as a continuous process. Participation in seminars and workshops should not be viewed merely as fulfilling administrative requirements but as part of teachers' long-term professional learning. Curriculum reform requires teachers to continually evaluate whether their existing teaching strategies remain relevant to the new curriculum (Mundiri et al., 2021; Ubaidillah et al., 2023). Through reflection and professional learning, teachers can identify areas that require improvement and gradually develop more effective approaches to instruction. In this sense, teacher professional development functions as an ongoing mechanism for sustaining curriculum implementation rather than a one-time intervention conducted at the beginning of curriculum reform.

Another important implication of the findings is that successful implementation requires synchronization between curriculum policy, institutional capacity, and teacher competence. The adoption of the independent change model at MTsN 1 Bone demonstrates that the madrasah has attempted to align national curriculum policy with its institutional readiness. At the same time, teachers' participation in professional development provides the human resource foundation necessary to operationalize the curriculum. These two dimensions are mutually reinforcing: curriculum adaptation requires competent teachers, while teacher professional development becomes more meaningful when it is directed toward concrete institutional curriculum needs (Baharun, 2022; Islam et al., 2018). Therefore, the implementation of the Independent Learning Curriculum should be understood as an interconnected process involving policy adaptation, institutional leadership, teacher readiness, and continuous professional development.

Overall, the findings confirm that the implementation of the Independent Learning Curriculum at MTsN 1 Bone is not merely a structural change in curriculum administration but a process of educational transformation involving institutional adaptation and teacher professional growth. The adoption of the independent change model demonstrates the madrasah's effort to gradually adapt its learning system, while teachers' active participation in

seminars, workshops, and training reflects their willingness to respond to the demands of curriculum reform. The combination of institutional readiness, supportive curriculum leadership, teacher initiative, and continuous professional development provides an important foundation for sustainable curriculum implementation. However, maintaining this readiness requires continuous support, opportunities for collaborative learning, and regular reflection so that curriculum implementation does not stop at policy compliance but results in meaningful improvements in teaching quality and student learning experiences.

CONCLUSION

This study concludes that the readiness of MTsN 1 Bone to implement the Independent Learning Curriculum is categorized as "ready." This readiness is reflected in the preparedness of teachers and the supporting conditions of the madrasah. Teacher readiness is demonstrated through adequate knowledge of the Independent Learning Curriculum, continuous efforts toward professional self-development, and preparedness to implement learning in accordance with the curriculum. In addition, the availability of facilities and infrastructure provides institutional support for curriculum implementation. These findings indicate that MTsN 1 Bone has established a sufficient foundation for implementing the Independent Learning Curriculum, although further strengthening is still required to achieve a higher level of readiness.

To strengthen madrasah readiness and move toward the "highly ready" category, continuous improvement should focus on teacher professional development, particularly through structured training and workshops addressing curriculum planning, learning implementation, and assessment. The madrasah should also optimize the availability and utilization of learning and supporting facilities and infrastructure. Establishing a collaborative curriculum team involving teachers, administrative staff, and relevant stakeholders can further strengthen coordination and ensure that curriculum implementation is consistently aligned with the needs of the madrasah and its students. Finally, systematic evaluation should be conducted periodically to identify implementation gaps and guide continuous improvement according to the evolving needs of the madrasah.

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