



Readiness of Islamic Religious Education Teachers in Implementing The Independent Curriculum at Percut Sei Tuan Junior High School

Nova Emiliya Pane^{1*}, Mahariah²

^{1,2}Universitas Islam Negeri Sumatera Utara
nova0301202085@uinsu.ac.id

Diserahkan: 29 Juni 2024 ; Direvisi: 01 Juli 2024 ; Diterima: 31 Juli 2024

Abstract

This research aims to analyze the implementation of independent curriculum planning and the readiness of PAI teachers from cognitive, physical, psychological, and financial perspectives in implementing the independent curriculum to facilitate an effective and efficient teaching and learning process. This study uses a qualitative approach with a case study type of research. Data collection techniques include interviews, observation, and documentation. The research results show that the planning for implementing the independent curriculum at SMP N 1 Percut Sei Tuan is good but not optimal because it does not align with students' interests and talents. PAI teachers must be well-prepared in the cognitive aspect as they must fully understand the independent curriculum and focus on teacher-centered teaching. Physically, PAI teachers are young, healthy, and capable of conducting learning well using technology. Psychologically, PAI teachers show readiness and high interest in and motivation to implement the independent curriculum. However, in the financial aspect, readiness has yet to be achieved because the facilities and infrastructure do not meet the standards, although PAI teachers remain creative in creating learning media.

Keywords: *Readiness, Independent Curriculum, Islamic Education Teachers*

Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana pelaksanaan perencanaan kurikulum merdeka serta kesiapan guru PAI dilihat dari kesiapan kognitif, fisik, psikologis, dan finansial dalam implementasi kurikulum merdeka, sehingga nantinya akan terselenggara proses belajar mengajar yang efektif dan efisien. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data berupa wawancara, observasi dan dokumentasi. Hasil penelitian yang dilakukan, menunjukkan bahwa : Perencanaan pelaksanaan kurikulum merdeka di SMP N 1 Percut Sei Tuan sudah baik, tetapi belum maksimal karena belum sesuai dengan minat dan bakat siswa. Guru PAI masih kurang siap dalam aspek kognitif, karena belum sepenuhnya memahami kurikulum merdeka dan masih berfokus pada pengajaran berbasis guru. Dalam aspek fisik, guru PAI muda, sehat, dan mampu melaksanakan pembelajaran dengan baik melalui penggunaan teknologi. Secara psikologis, guru PAI menunjukkan kesiapan dengan minat dan motivasi tinggi dalam implementasi kurikulum merdeka. Namun, dalam aspek finansial, kesiapan belum tercapai karena sarana dan prasarana belum sesuai standar, meski guru PAI tetap berkreasi dalam menciptakan media pembelajaran.

Kata Kunci : Kesiapan, Kurikulum Merdeka, Guru PAI

How to Cite: Pane, Nova Emiliya & Mahariah. (2024). Readiness of Islamic Religious Education Teachers in Implementing The Independent Curriculum at Percut Sei Tuan Junior High School. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 11(2) 139-149. doi: <https://doi.org/10.21093/twt.v11i2.8801>



<https://doi.org/10.21093/twt.v11i2.8801>

Copyright© 2024, Nova Emiliya Pane et al
This is an open-access article under the [CC-BY License](https://creativecommons.org/licenses/by/4.0/).



INTRODUCTION

The reform of the education system in Indonesia is ongoing to improve quality and address persistent issues as education continuously evolves with cultural, knowledge, and technological advancements (Kurnia, 2023). Curriculum issues in the educational world have become a public discourse, with changes in the curriculum following the times. Indonesia's education curriculum is periodically revised, leading to the stigma of "new minister, new curriculum." Thus, curriculum renewal significantly influences the learning process, as it introduces changes to the process, models, or learning methods compared to the previous curriculum (Ismayati Marfuah et al ., 2023). Consequently, many things in the field need to meet expectations.

The independent curriculum requires teachers to have a deep understanding of it. However, many teachers must be academically prepared to implement this curriculum today. They must receive adequate training to understand and implement the independent curriculum (Legi et al., 2023). Accordingly, teachers need help applying the independent curriculum, such as shallow knowledge, lack of references, and an unsupportive environment (for students). Additionally, teachers have limitations in technology (IT), making it challenging to create learning media, even though the independent curriculum demands creativity from teachers (Windayanti et al., 2023).

Education and Culture as a learning recovery effort. It is described as a prototype curriculum developed into a more flexible framework, focusing on essential materials and the development of students' character and competencies. The independent curriculum allows teachers and students to determine and adjust the learning system according to student's learning needs and interests (Khoirurrijal et al ., 2022).

Islamic education plays a vital role in shaping the character and morals of the younger generation. Islamic Education (PAI) teachers are expected to significantly prepare students to become competitive and morally upright individuals by implementing an Independent Curriculum (Salma Nabila et al ., 2023). However, to perform their duties effectively in the context of curriculum changes, PAI teachers need to prepare themselves thoroughly. This challenge includes a deep understanding of the Independent Curriculum concept, developing appropriate skills, and adapting to innovative learning approaches according to the new curriculum paradigm. Therefore, the readiness of PAI teachers is crucial for the successful implementation of the curriculum, encompassing the learning that will be conducted in the classroom. The Qur'an explains the importance of readiness in Surah Al-Anfal, verse:

وَأَعِدُّوا لَهُمْ مَا اسْتَطَعْتُمْ مِنْ قُوَّةٍ وَمِنْ رِبَاطِ الْخَيْلِ تُرْهِبُونَ بِهِ عَدُوَّ اللَّهِ وَعَدُوَّكُمْ وَآخَرِينَ مِنْ دُونِهِمْ لَا تَعْلَمُونَهُمُ اللَّهُ يَعْلَمُهُمْ وَمَا تُنْفِقُوا مِنْ شَيْءٍ فِي سَبِيلِ اللَّهِ يُوَفَّ إِلَيْكُمْ وَأَنْتُمْ لَا تُظْلَمُونَ

This means: "Prepare against them whatever you are able of power and of steeds of war by which you may terrify the enemy of Allah and your enemy and others besides them whom you do not know [but] whom Allah knows. Moreover, whatever you spend in the cause of Allah will be fully repaid to you, and you will not be wronged". (Kemenag RI, 2019).

In the Tafsir Jalalayn, the verse above means Allah's command, "And prepare against them whatever you are able of power," meaning to fight them. The Prophet Muhammad (PBUH) explained that the intended power is "ar-army" or archers. This is according to a hadith narrated by Imam Muslim. "And of tethered horses" (the legal bath is in the form of a masdar), meaning horses prepared explicitly for fighting in the way of Allah. "To terrify thereby the enemy of Allah and your enemy" refers to the disbelievers of Mecca "and others besides them whom you do not know [but] whom Allah knows." This includes hypocrites or Jews. "And whatever you spend in the cause of Allah will be fully repaid to you," meaning its reward, "and you will not be wronged," not even the slightest reduction in your reward (Al-Mahali & Jalaludin, 2008).

The verse implies the need for preparation in all matters, including education. Proper management, which involves thorough preparation, is essential for success (Ritonga et al., 2021). This further emphasizes that the success of implementing the independent curriculum depends on teachers' readiness, who play a crucial role in its implementation. Teachers must prepare to succeed in cognitive, physical, psychological, and financial aspects.

PAI teachers are required to be capable of implementing the independent curriculum, as this learning can serve as collaborative learning with other subjects. This aligns with Hamrulla dkk (2023) that the success of the curriculum must be connected to the role of teachers as planners, implementers, and developers of the curriculum in schools.

Based on the survey conducted by the Gerakan Sekolah Menyenangkan (GSM), Arbida Nila (2022) states that out of 550 GSM teachers and 114 non-GSM teachers, 76% said they were ready, while 24% said they were not ready. However, of the 76% of teachers who claimed to be ready, their readiness primarily fulfilled an obligation mandated by the Ministry of Education, Culture, Research, and Technology. The low readiness of teachers in implementing the new curriculum is a problem that needs a solution to achieve the success of curriculum development.

Research on teacher readiness in implementing the independent curriculum is familiar; there have been prior studies. For example, a study conducted by (Purani & Susanto Putra, 2022) titled "Teacher Readiness in the Implementation of the Independent Learning Curriculum at SDN 2 Cempaga" describes the readiness of teachers to implement the independent learning curriculum at the elementary school level, viewed from their understanding of the curriculum structure, lesson plans, learning processes, facilities and infrastructure, and assessment. Another study by Dwita Nurulita, Dkk (2023) titled "Readiness of Islamic Education Teachers in Implementing the Independent Curriculum" describes the changes that occur when implementing the independent curriculum and the readiness of Islamic Education teachers in using learning tools and assessment replacements for the national exam (USBN). Furthermore, a study by (Afista et al., 2020) titled "Analysis of the Readiness of Islamic Education Teachers in Facing the Independent Learning Policy (Case Study at MTsN 9 Madiun)" focuses on investigating conditions or other factors, such as changes in assessment implementation, teaching tools, and national exam replacements. Based on these previous studies, different focuses and scopes are apparent. Previous research emphasized teachers' readiness to apply the Independent Learning Curriculum in the classroom, specifically regarding teaching tools, assessment implementation, and learning processes. Meanwhile, this research will focus more on the readiness of Islamic Education teachers in terms of cognitive, physical, psychological, and financial aspects in implementing the independent curriculum at the junior high school level.

From initial observations, the field problems show that the independent curriculum has been implemented at SMPN 1 Percut Sei Tuan for almost four years since 2021. However, implementing the independent curriculum in this school has yet to be maximized due to the lack of readiness of Islamic Education teachers and the school's attention to teacher training. More training can make it easier for teachers to understand changes and integrate new elements into their teaching. As stated by Oriza Fitriani dkk (2023) in their research, training can improve the human resources of Islamic Education teachers, especially in terms of quality. Islamic Education teachers play an active role in the independent curriculum and are also required to be creative by making their teaching materials, such as teaching videos.

Islamic Education teachers face resource limitations such as textbooks, teaching materials, or educational technology, including the availability of facilities and infrastructure needed to implement the independent curriculum. For example, only one projector is available: there are limited computers, a laboratory that doubles as a classroom, insufficient sports facilities, a small field, and so on. Observations also reveal that Islamic Education teachers still use the K13 teaching style, which focuses on the teacher, books, and note-taking.

Therefore, it is essential to understand the readiness of the school and Islamic Education teachers as it can determine the success of the independent curriculum implementation. This research aims to understand how independent curriculum planning is executed and the readiness of Islamic Education teachers in terms of cognitive, physical, psychological, and financial aspects, ensuring an effective and efficient teaching and learning process according to the independent curriculum. Hence, the researcher is interested in studying Islamic Education teachers' readiness to implement the independent learning curriculum at SMPN 1 Percut Sei Tuan.

RESEARCH METHODOLOGY

This research uses a qualitative method with a case study approach. The case study is intended to reveal the readiness of teachers based on indicators by investigating the conditions or other factors that influence them (Sugiyono, 2013).

The research location is SMPN 1 Percut Sei Tuan, located at Jl. Besar Tembung Bandar Khalipah Kec. Percut Sei Tuan Kabupaten Deli Serdang, North Sumatra. This location was chosen because the school has implemented an independent curriculum and includes several research subjects that align with the research focus.

The primary informants are PAI teachers, and the supporting informants are the vice principal of the curriculum, the vice principal of facilities and infrastructure, and several students from grades VII, VIII, and IX. Data collection techniques in this case study include observation, interviews, and documentation. The data is then analyzed using the Miles and Huberman technique as follows: 1) Data collection, which involves gathering all information obtained through interviews, observation, and documentation; 2) Data reduction, which involves selecting data to be summarized and systematically arranged; 3) Data presentation, which involves presenting data obtained in the field; and 4) Conclusion drawing, which involves summarizing the research results to answer the research questions and ensuring the validity of the obtained data using triangulation techniques.

RESULTS AND DISCUSSION

Planning for the Implementation of the Independent Curriculum at SMP N 1 Percut Sei Tuan

In the implementation of the independent curriculum, teachers plan the initial stages before starting the learning process. Planning is essential to ensure that the learning process runs smoothly and systematically (Sumarsih et al., 2022). Planning is considered important as explained in the following hadith:

حَدَّثَنَا أَبُو مَعْمَرٍ حَدَّثَنَا عَبْدُ الْوَارِثِ حَدَّثَنَا جَعْدُ أَبُو عَثْمَانَ حَدَّثَنَا أَبُو رَجَاءٍ الْعَطَارِيُّ
عَنِ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُمَا ، عَنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فِيمَا يَرُوهُ عَنْ
رَبِّهِ تَبَارَكَ وَتَعَالَى ، قَالَ : إِنَّ اللَّهَ كَتَبَ الْحَسَنَاتِ وَالسَّيِّئَاتِ ، ثُمَّ بَيَّنَّ ذَلِكَ ، فَمَنْ هَمَّ
بِحَسَنَةٍ فَلَمْ يَعْمَلْهَا ، كَتَبَهَا اللَّهُ عِنْدَهُ حَسَنَةً كَامِلَةً ، وَإِنْ هَمَّ بِهَا فَعَمِلَهَا كَتَبَهُ اللَّهُ عَزَّ وَجَلَّ
عِنْدَهُ عَشْرَ حَسَنَاتٍ إِلَى سَبْعِمِائَةٍ ضِعْفٍ إِلَى أضعافٍ كَثِيرَةٍ ، وَإِنْ هَمَّ بِسَيِّئَةٍ فَلَمْ يَعْمَلْهَا
؛ كَتَبَهَا اللَّهُ عِنْدَهُ حَسَنَةً كَامِلَةً ، وَإِنْ هَمَّ بِهَا فَعَمِلَهَا ، كَتَبَهَا اللَّهُ سَيِّئَةً وَاحِدَةً . رَوَاهُ
الْبُخَارِيُّ وَمُسْلِمٌ فِي صَحِيحَيْهِمَا بِهِذِهِ الْحُرُوفِ

Meaning: "It has been narrated to us by Abu Ma'mar from Abdul Waris from Ja'd Abu Uthman from Abu Rajaa' al-'Ataridy from Ibn Abbas, may Allah be pleased with them, from the Messenger of Allah, peace be upon him, that he said regarding what he narrated from his Lord, Blessed and Exalted, He said: "Allah has written good deeds and bad deeds and then explained them. Whoever intends to do a good deed but does not, Allah writes it down as a complete good deed with Him. If he intends it and then does it, Allah writes it down as ten good deeds up to seven hundred times, up to many multiples.

Whoever intends to do a bad deed but does not, Allah writes it down as a complete good deed with Him. If he intends it and then does it, Allah writes it down as one bad deed." (HR. Bukhari and Muslim in their Sahih books with these words). (An-Nawawi, 2002)

إِلَى سَبْعِمِائَةٍ ضِعْفٍ إِلَى أَضْعَافٍ كَثِيرَةٍ This statement further strengthens the correct school of thought adopted by scholars that the multiplication of rewards is not limited to just seven hundred times. Abul Hasan Aqdhah Qudhah Al Mawardi has narrated an opinion from some scholars that the multiplication of rewards does not exceed seven hundred times. Of course, this opinion is incorrect when based on the explanation of this hadith. Wallahu a'lam (An-Nawawi, 2002).

This hadith indicates that a Muslim/teacher must have a plan/preparation for all good things, especially in education. The hadith even describes it with mathematical calculations, i.e., one good deed is written as ten good deeds. This can be interpreted as good preparation that will yield good results; it is not enough to prepare without actualizing it. If good preparation is carried out, the results will be multiplied. Conversely, if the preparation is good, it will result in gains.

Planning to implement the Independent Learning Curriculum is arranged by creating teaching modules. Teaching modules are learning tools or lesson plans based on the curriculum applied to achieve the set competency standards (Maulinda, 2022).

Before the learning process begins, PAI teachers prepare plans according to the characteristics of the students and prepare learning media that can be used to support student creativity, resulting in a structured plan in the form of teaching modules. This can be seen in the table and explanation below::

No.	Aspect	Result
1.	Teaching Module Planning	Planning learning achievements, learning objectives, Pancasila student profile identification, preparing teaching materials and media, evaluating learning
2.	Learning Implementation	Conducting opening activities, conducting core activities, conducting closing activities

The table above obtained from field data shows that PAI teachers create teaching modules using guidelines from the Ministry of Education regulations. The teaching modules in the Independent Learning Curriculum are made with the following steps: 1) Analysis of student needs; 2) Identification of Pancasila student profile dimensions; 3) Determining core competencies; a) Determining learning achievements; b) Determining learning objectives; c) Determining learning objectives flow; 4) Preparing teaching materials. Menyusun bahan ajar In the implementation: 5) Menyusun pelaksanaan pembelajaran yang terdiri dari kegiatan pembuka, kegiatan inti, dan kegiatan penutup; 6) Menyusun tindak lanjut dan assesment pembelajaran.

Based on observations and interviews in learning, PAI teachers have created P5 modules and conducted P5 activities with the theme "Build Body and Soul," held every Friday to shape students' character. In the implementation, all PAI teachers are involved as guides for the dhikr sessions. Additionally, in PAI learning, there is collaboration with other subjects and teachers;.Samsinar S., Dkk (2023) state that teachers must strive to develop themselves and collaborate with other teachers for school development and quality improvement.

The core activities have been carried out in the implementation according to the plan. However, based on interviews with students from grades VII, VIII, and IX, it can be concluded that in teaching, PAI teachers generally explain the material in front of the class and give assignments to students. Although occasionally accompanied by practice and using projectors and other media, this method can make students feel bored. However, the teaching style of PAI teachers is good, with relaxed and enjoyable expressions, so students do not feel afraid of the

teacher's presence. To increase student activity, PAI teachers often conduct question-and-answer sessions interspersed with jokes during the learning process. At the end of the lesson, students are always given assignments to reinforce the material taught. This is in line with observations and interviews with PAI teachers, where students are actively involved in the learning process with interactive question-and-answer sessions, and PAI teachers always create Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM) and Joyful and Weighty (GEMBROT).

Based on the above results, it can be concluded that in the implementation of the independent curriculum by PAI teachers, they have prepared the independent curriculum planning well, which can be seen from the preparation of teaching modules that include analysis of student needs, identification of Pancasila student profile dimensions, determining core competencies, preparing teaching materials, preparing the learning process, and preparing follow-up and learning assessments. After teachers complete the learning planning or teaching modules, they can implement the independent curriculum in the learning process. In its implementation, PAI teachers conduct learning processes that consist of opening, core, and closing activities.

Cognitive Readiness in Implementing the Independent Curriculum

Cognitive competence is the main competency that teachers must possess as educators. Cognitive readiness refers to the teacher's readiness, seen from their understanding, utilization of learning resources, and the learning and assessment process.

Table 1. Cognitive Readiness

NO.	ASPECT	RESULT
1.	Educational Qualification	The education level of PAI teachers is bachelor's and master's degrees
2.	Understanding of the Independent Curriculum	Teachers understand the concept of the independent curriculum but not fully
3.	Utilization of Learning Resources	Teachers use learning resources well, such as books, libraries, the internet, and the environment in the classroom and themselves.
4.	Learning Process	The learning process is carried out well and actively but still focused on the teacher
5.	Learning Assessment	Teachers understand that there are two forms of assessment: formative and summative

Based on the table above shows that PAI teachers have bachelor's and master's degrees, which means they are capable of applying teacher competencies such as managing learning and mastering academic fields. Then, based on interviews with PAI teachers, all of them understood the independent curriculum but only partially. The partial understanding of the PAI teachers does not hinder their cognitive readiness, as they continue to enhance their understanding through curriculum development by participating in training at the district, school, and independent learning platform and discussing with parallel colleagues. This is in line with the opinion of Annisa Alfath et al., (2022) that teachers in curriculum implementation are required to enhance skills in parallel with curriculum development.

Moreover, the cognitive readiness of PAI teachers is seen from the preparation of teaching modules according to the independent curriculum guidelines. The learning process is done well, and students actively participate through given practices and project-based learning, although PAI teachers still use the K13 learning style focused on the teacher. However, PAI teachers can attract students' attention by learning while playing and joking with students. Based on interviews with PAI teachers, they utilize available learning resources such as library

books and collaborate with other teachers for outdoor learning activities like museum visits. PAI teachers seek information through independent learning platforms and social media to enhance cognitive skills regarding the independent curriculum.

The cognitive readiness of PAI teachers is also seen from their understanding of assessment in the independent curriculum. Based on interviews with all PAI teachers, it can be concluded that they understand that the independent curriculum includes two forms of assessment: formative and summative. These are used as a reference for learning planning aligned with student achievements, and there are almost no obstacles for PAI teachers in their preparation.

Based on the description of cognitive readiness, PAI teachers still need to be ready to implement the independent curriculum as the learning process is still teacher-centered and not student-centered. They still need to meet the cognitive readiness criteria for teachers, according to (2022) yakni dapat dilihat dari pemahaman, pemanfaatan sumber belajar serta proses dan penilaian pembelajaran. Guru PAI telah memahami kurikulum merdeka namun belum utuh, mampu memanfaatkan sumber belajar dengan baik yakni melalui platform merdeka mengajar, YouTube dan pelatihan-pelatihan secara offline dan online yang diadakan kecamatan dan sekolah, melaksanakan proses pembelajaran dengan baik tetapi tidak sesuai minat dan bakat siswa dan mampu memahami serta menyusun penilaian sesuai kurikulum merdeka.

Physical Readiness in Implementing the Independent Curriculum

Physical readiness means having sufficient energy and good health. Physical conditions include health, physical disabilities, fatigue, sleepiness, etc. Hearing and vision impairments will diminish readiness (Sriyanti, 2011). Physical readiness is shown by not experiencing difficulties or problems during the implementation of the independent curriculum, which includes having a good health history. This ensures that physical conditions do not hinder teachers' performance in implementing the independent curriculum. According to Law Number 14 of 2005, Article 8, regarding qualifications, competencies, and certification, teachers must have academic qualifications, competencies, teaching certificates, physical and mental health, and the ability to achieve national education goals (Republik Indonesia, 2005).

Table 2. Physical Readiness

No.	Aspect	Result
1.	Gender	PAI teachers at SMP N 1 Percut Sei Tuan are three males
2.	Age Group	PAI teachers at SMP N 1 Percut Sei Tuan are aged 30-50 years
3.	Health	One teacher has a health condition, while two have no health issues

The table obtained from observations and interviews shows that PAI teachers at SMP N 1 Percut Sei Tuan consist of three males. Two PAI teachers are over 30 years old, which is still relatively young and not technologically challenged, and do not have underlying health conditions that could disrupt classroom learning. Teachers over 50 years old can still use technology, such as laptops and projectors, even though they have a health condition. This is fine with the learning process as they receive colleague assistance and utilize technology such as WhatsApp groups. Therefore, their performance is good, and they are ready to implement the independent curriculum.

Based on this, it can be concluded that PAI teachers' physical readiness is good, considering their health and technological capabilities. Although one PAI teacher has a health condition, they ensure that the teaching and learning process in implementing the independent curriculum runs smoothly with technology and colleagues' support.

Psychological Readiness in Implementing the Independent Curriculum

Psychological readiness refers to the teacher's readiness, as seen from their interest in and motivation to implement the independent curriculum (Ihsan, 2022). Based on interviews with PAI teachers of grade VIII, readiness must come from within the teacher. Therefore, teachers must be innovative and ready to accept any policy changes, including curriculum changes, as the curriculum is only a means to achieve goals. The psychological readiness of PAI teachers in implementing the independent curriculum is shown by having the interest and motivation to face and implement it.

Table 3. Psychological Readiness

No.	Aspect	Result
1.	Interest	PAI teachers agree with curriculum changes and seek information about the independent curriculum to improve themselves
2.	Motivation	PAI teachers carry out policies well to improve the quality of education and student's character

PAI teachers' psychological readiness shows that they all have interest and motivation in implementing the independent curriculum. Based on interviews, it can be summarized that PAI teachers have an interest in the following aspects: 1) Paying attention to curriculum development policies established at this school to improve the Indonesian education system; 2) A desire to continuously upgrade themselves and pursue knowledge; and 3) To gain personal experience in professional development

The PAI teachers' interest in improving the learning process and guiding students to instill noble character shows motivation. This aligns with Dalyono's statement (Eka Wahyuni, Dkk 2023) that internal readiness factors include health, intelligence, talent, interest, and motivation.

The research results above show that PAI teachers' psychological readiness to implement the independent curriculum is good, as they all have interest and motivation in doing so.

Financial Readiness in Implementing the Independent Curriculum

In the independent curriculum, learning focuses more on projects, and projects require tools and resources to succeed. Facilities and infrastructure play a crucial role in supporting the implementation of the independent curriculum (Sutaris, 2022). Ihsan (2022) states that financial readiness includes the availability of facilities and infrastructure that can support the implementation of the independent curriculum in schools.

Law Number 20 of 2003, Article 45, concerning educational facilities and infrastructure, explains that each educational unit, both formal and non-formal, provides facilities and infrastructure that meet educational needs according to the growth and development of students' physical, intellectual, social, emotional, and psychological potential (Depdiknas, 2003).

Based on the findings, the availability of facilities and infrastructure at this school can be said to be inadequate in meeting the standards of the independent curriculum, as shown in the following table:

Table 4. Financial Readiness

Aspect	Observation Result
Learning Materials	Available types and forms of materials used in PAI learning, such as modules and worksheets
Learning Tools	Available types and forms of tools used in the learning process, including PowerPoint, but no videos
Equipment	Lack of available types and forms of equipment that support classroom learning objectives, such as projectors and classroom devices

Land and Buildings	Available land area used for educational activities, such as fields and halls
Space	Available space for theoretical, practical, and additional activities, including classrooms, libraries, laboratories, administration rooms, health rooms, worship spaces, playgrounds, sports fields, canteens, and insufficiently clean toilets.

Based on interviews with the vice-principal of facilities, it was found that the school has 30 classrooms. However, not all rooms are fully equipped with learning tools and media such as projectors (only one available, personally owned by a PAI teacher), a single sound system, Wi-Fi accessible only to teachers and staff, and books in the library. The school building and environment infrastructure, such as the land area and rooms, do not match the number of students involved in teaching and non-teaching activities. Observations revealed that the school field is not large, so physical education classes use it alternately, and the laboratory doubles as a classroom.

Based on interviews with students from grades VII, VIII, and IX regarding classroom facilities and infrastructure, it can be concluded that students feel the existing facilities and infrastructure are adequate but expect improvements for a more comfortable learning process. The school continues to improve and complete the necessary aspects for the independent curriculum implementation.

Based on this, the financial readiness of the school is not yet sufficient. However, based on interviews with PAI teachers, they remain creative and innovative in creating learning media and utilize surrounding resources as learning media to support the learning process. The vice-principal of facilities mentioned that PAI teachers can provide good learning processes for students by conducting practices using available resources and even fulfilling the need for tools and media from their finances when possible. However, this is rarely done and only applied to specific materials based on interviews with several students. Thus, PAI teachers' financial readiness is sufficient.

CONCLUSIONS AND SUGGESTIONS

Based on the research results and analysis regarding PAI teachers' readiness to implement the independent curriculum at SMP N 1 Percut Sei Tuan, it can be concluded that PAI teachers are still not fully ready to implement the independent learning curriculum. The planning for the independent curriculum implementation at SMP N 1 Percut Sei Tuan is good, as evidenced by the preparation of teaching modules that include analyzing student needs, identifying Pancasila student profile dimensions, determining core competencies, preparing teaching materials, preparing the learning process, and preparing follow-up and learning assessments. However, the implementation is not yet optimal because the learning does not align with students' interests and talents. PAI teachers are not yet cognitively ready to implement the independent curriculum as they do not fully understand it, and the learning process is still teacher-centered rather than student-centered. Nevertheless, teachers continue to improve their readiness by utilizing learning resources, preparing modules well, and understanding assessments in the independent curriculum. Physically, PAI teachers are ready. They are relatively young, healthy, and capable of conducting learning well, as seen from their ability to use technology and the support of colleagues. Psychologically, PAI teachers are ready as they are all interested and motivated to implement the independent curriculum. Financially, PAI teachers are not yet ready as the available facilities and infrastructure do not meet the independent curriculum standards. However, PAI teachers are creative and innovative in creating learning media, although this is rarely applied. Therefore, to address the existing shortcomings, the school must continue to work hard to maximize the potential of PAI teachers and implement the independent curriculum as expected by the government to realize the

Pancasila student profile. This will ensure that the implementation of the independent curriculum at SMPN 1 Percut Sei Tuan can run effectively and efficiently.

REFERENSI

- Afista, Y., Priyono, A., & Huda, S. A. A. (2020). Analisis Kesiapan Guru PAI dalam Menyongsong Kebijakan Merdeka Belajar (Studi Kasus Di MTSN 9 Madiun). *Journal of Education and Management Studies*, 3(6), 53–60. <https://www.ojs.unwaha.ac.id/index.php/joems/article/view/338>
- Al-Mahali, I. J., & Jalaludin, A.-S. I. (2008). Kitab Tafsir Al Jalalain (Asbabun Nuzul Ayat Surah alfatiah s.d Al-Isra). In *1*. Sinar Baru Algensindo. www.tedisobandi.blogspot.com
- An-Nawawi, I. (2002). *Terjemah Syarah Shahiih Muslim, Edisi 1, Penerjemah Wawan Djunaedi Soffandi*. Mustaqim.
- Annisa Alfath, Fara Nur Azizah, & Dede Indra Setiabudi. (2022). Pengembangan Kompetensi Guru Dalam Menyongsong Kurikulum Merdeka Belajar. *Jurnal Riset Sosial Humaniora Dan Pendidikan*, 1(2), 42–50. <https://doi.org/10.56444/soshumdik.v1i2.73>
- Depdiknas. (2003). *Undang-Undang RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. bisnis ritel - ekonomi
- Dwita Nurulita, M. Y. F. A. J. F. (2023). Kesiapan Guru Pendidikan Agama Islam dalam Implementasi Kurikulum Merdeka Jurnal Dampar : Dirasat Asriyah Mutahadirah Jurnal Dampar : Dirasat Asriyah Mutahadirah. *Jurnal DAMPAR*, 1(2), 183–194. <https://ejournal.uit-lirboyo.ac.id/index.php/dampar>
- Eka Wahyuni, Imam Nawawi, Rukiah Lubis, Erningsih Erningsih , Afriana Afriana, Liza Husnita, Tomi Arianto , Unik Hanifah Salsabila Firmansyah Firmansyah, Ranti Nazmi, Juliandry Kurniawan Junaidi, Novita Sariyani, Suwito Pomalingo. (2023). *Inovasi Pendidikan Dan Pembelajaran*. CV. Gita Lentera. [https://www.google.co.id/books/edition/INOVASI_PENDIDIKAN_DAN_PEMBELAJARAN/81rcEAAAQBAJ?hl=id&gbpv=1&dq=Faktor+internal+yang+meliputi+kesehatan,+intelegensian,+dan+bakat,+++minat+dan+motivasi.++b\)+Faktor+eksternal+yang+meliputi+keluarga,+sekolah,+masyarakat](https://www.google.co.id/books/edition/INOVASI_PENDIDIKAN_DAN_PEMBELAJARAN/81rcEAAAQBAJ?hl=id&gbpv=1&dq=Faktor+internal+yang+meliputi+kesehatan,+intelegensian,+dan+bakat,+++minat+dan+motivasi.++b)+Faktor+eksternal+yang+meliputi+keluarga,+sekolah,+masyarakat)
- Hamrullah, H., Fuad, M. Z., & Prabowo, M. Y. (2023). Peran Guru dalam Mengembangkan Kurikulum Merdeka : Era Digitalisasi. *Seminar Nasional (PROSPEK II)*, 2(2), 109–118.
- Ihsan, M. (2022). Kesiapan Guru dalam Implementasi Kurikulum Merdeka Belajar. *Seri Publikasi Pembelajaran*, 1(1), 37. <https://doi.org/https://doi.org/10.20527/tmkm.v1i1.428>
- Ismayati Marfuah, Eca Gesang Mentari, P. O. (2023). Problematika Guru PAUD dalam Menerapkan Kurikulum Merdeka Belajar. *Tarbiyah Jurnal: Jurnal Keguruan Dan Ilmu Pendidikan (Tarbiyah Journal: Journal of Teaching and Educational Sciences)*, 1(2), 11. <http://urj.uin-malang.ac.id/index.php/ijpgmi>
- Kemenag RI. (2019). *Al-Qur'an dan Terjemahannya*. Lajnah Pentashihan Mushaf Al-Qur'an Badan Litbang dan Diklat Kementerian Agama RI.
- Khoirurrijal, Fadriati, Sofia, Anisa Dwi Makrufi, Sunaryo Gandi, Abdul Muin, Tajeri, Ali Fakhruddin, Hamdani, S. (2022). *Pengembangan Kurikulum Merdeka* (Issue september 2016). CV. Literasi Nusantara Abadi.
- Kurnia, S. (2023). Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka di Sekolah Dasar Islam (SDI) Surya Buana Kota Malang. *Ibtidaiyyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyyah*, 2(2), 117–127. <http://urj.uin-malang.ac.id/index.php/ijpgmi>

- Legi, H., Samosir, L., & Tambunan, L. L. (2023). Manajemen konflik dalam implementasi kurikulum merdeka di era digital. *Jurnal Ilmiah Multidisiplin Indonesia*, 2(3), 196–203.
- Maulinda, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbawi*, 5(2), 130–138. <https://doi.org/https://doi.org/10.51476/tarbawi.v5i2.392>
- Nila, A. (2022). *Survei: Guru Siap Implementasikan Kurikulum Merdeka, Sebatas Penuhi Kewajiban*. Medcom. <https://www.medcom.id/pendidikan/cerita-guru/wkBX3rgN-%0Asurvei-guru-siap-implementasikan-kurikulum-merdeka-sebatas-penuhi-kewajiban>
- Nurfitriani, O., Aziz, N., Nugroho, M. Y. A., Islam, P. A., Ilmu, F., Sains, U., Qur, A.-, Al, M., & Kendal, P. K. (2023). Kesiapan Guru Pendidikan Agama Islam dalam Menghadapi Kurikulum Merdeka di MTs Al Ishlah Kabupaten Kendal. *Jurnal Profesi Pendidikan Dan Keguruan*, 1(1), 1–5.
- Purani, N. K. C., & Susanto Putra, I. K. D. A. (2022). Analisis Kesiapan Guru Dalam Penerapan Kurikulum Merdeka Belajar Di Sdn 2 Cempaga. *Jurnal Pendidikan Dasar Rare Pustaka*, 4(2), 8–12. <https://doi.org/10.59789/rarepustaka.v4i2.125>
- Republik Indonesia. (2005). Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen. *Sekretariat Negara*.
- Ritonga, A. A., Lubis, Z., Hendriyal, Saragih, M. R. D., Faisal, & Azhar. (2021). Planning dalam Al-Qur'an. *Pendidikan Tambusai*, 5(3), 10595–10602. <https://doi.org/https://doi.org/10.31004/jptam.v5i3.2669>
- Salma Nabila, Oyoh Bariah, M. M. (2023). Peran Pendidikan Agama Islam dalam Pembentukan Karakter dan Etika Siswa. *Jurnal Ilmiah Wahana Pendidikan*, 9(22), 834–840. <https://jurnal.peneliti.net/index.php/JIWP%0APeran>
- Samsinar S, Andi Tahir, E. R. C. (2023). Guru Penggerak Dalam Kurikulum Merdeka. In *Akademia Pustaka*. Akademia Pustaka.
- Sriyanti, L. (2011). Psikologi Belajar. In *Yogyakarta: CV. Orbittrust Corp*. STAIN Salatiga Press.
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Penerbit Alfabeta.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248–8258. <https://doi.org/10.31004/basicedu.v6i5.3216>
- Windayanti, Mihrab Afnanda, Ria Agustina, Emanuel B S Kase, Muh Safar, & Sabil Mokodenseho. (2023). Problematika Guru Dalam Menerapkan Kurikulum Merdeka. *Journal on Education*, 6(1), 2056–2063. <https://doi.org/https://doi.org/10.31004/JOE.V6I1.3197>