

# Teacher Readiness in Implementing the Merdeka Curriculum Based on the Danielson Framework: An Evaluative Study

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**Abstract:** *This study aimed to evaluate teacher readiness in implementing the Merdeka Curriculum using the quantitative descriptive analysis with teacher performance indicators based on the Danielson Framework. The study participants were 12 10<sup>th</sup>-grade teachers at MAN 2 Jember. Research data were collected using a questionnaire consisting of 72 questions and an interview consisting of 47 questions based on 22 indicators in the Danielson Framework. The results showed that 10<sup>th</sup>-grade teachers were ready to implement the Merdeka Curriculum in various aspects, including understanding learning outcomes, setting learning objectives and their flow, assessment, and preparing teaching modules and differentiated learning. However, interview results revealed several aspects that teachers need to improve, namely: the application of student self-assessment, the use of learning resources, and the lack of technology integration. This study recommends teachers to constantly improve their knowledge, skills, and attitude in teaching. Furthermore, since the implementation of this curriculum in Islamic schools is relatively new, policymakers ought to support and provide appropriate facilities for teachers to advance their professional competence.*

**Keywords:** Teacher readiness, Merdeka Curriculum, The Danielson Framework

## 1. INTRODUCTION

The Ministry of the Republic of Indonesia introduced the Merdeka Curriculum as an effort to improve education in Indonesia. The curriculum is implemented gradually based on each school's readiness, rather than being introduced in all schools at once. In 2021–2022, almost 2,500 schools from all educational levels adopted the curriculum. These schools were considered ready and prepared for its implementation. Still, several studies conducted have shown that teachers continue to encounter challenges with several aspects of the implementation of the Merdeka Curriculum [1]. One of the biggest difficulties is the application of the Pancasila Student Profile which is new for teachers. As a result, teachers have not fully incorporated the new curriculum; instead, they continue to employ old teaching methods [2].

Meanwhile, teacher preparation for designing and implementing the curriculum is essential for effective teaching and learning. Thus, the quality of teachers is one of the elements contributing to the low quality of education [3]. The quality of teachers in Indonesia is still low, both in terms of competence, knowledge, and pedagogical expertise [4]. Moreover, teachers are typically paid less than those in professions requiring similar levels of education [5]. Teachers are limited in their ability to develop creative teaching practices by incorporating technology into the classroom. Meanwhile, technology integration into education is crucial in boosting student engagement and making learning more dynamic (Kraft & Christian) [6]. Teachers play an important role in guiding learners to learn [7]. The teacher is no longer the center of learning which always provides various aspects needed by students. Students must be able to construct their knowledge through the facilities the teacher provides. Thus, it can be seen that good instructional quality is teaching that can teach students to build their knowledge independently [8].

This study was conducted to evaluate teacher readiness in implementing the Merdeka Curriculum in Islamic schools used the Danielson framework [9]. The Danielson Framework for Teaching is a researched-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of teaching and learning [10]. The Danielson framework [11], [12] is a useful tool for self-assessment, peer coaching, mentorship, recruitment, supervision, and teacher preparation. These frameworks were designed to capture information about content-specific elements of classroom practices such as the richness of the content as present in the lesson or the teacher's pedagogical knowledge directly related to the content area [13]. Danielson (2011) states that his "Framework for Teaching" aims to provide a foundation for enhancing teachers' professional teaching abilities [14].

According to previous studies, the Danielson framework model is effective in measuring teacher performance with satisfactory results and allowing feedback or follow-up from schools [15],[16],[17]. Danielson attempts to break down what she views as professional teaching practices into four broad categories: planning and preparation, classroom environment, instruction, and professional responsibilities. The framework offers a fresh perspective on teacher assessment and a collection of methods adaptable to the needs of students around the world [18].

This study aimed to measure teacher readiness in implementing the Merdeka Curriculum based on the Danielson Framework. By investigating the readiness and difficulties faced by teachers, measures can then be considered to overcome the identified problems. The novelty of this research is that there has been no evaluation research conducted to measure the readiness of teachers in Islamic schools.

## 2. RESEARCH METHODS

### 2.1 Research Instrument

The research instruments used were questionnaires, field observations, document observations, and interviews. A closed questionnaire was created to collect data via written responses from respondents [19]. To expedite analysis, the responses were systematically organized in numerical form [20]. Theories and concepts found in the literature were supported by the answers to the questionnaire [21],[22]. Following the Danielson framework, 72 statement items were developed, and respondents' answers were calculated using the percentage formula.

The observation technique was carried out by observing teachers' instructions, classroom management, interaction with students, colleagues, staff, and other employees, fulfillment of teaching responsibilities, integrity, and ethical behavior at school. Researchers also observed documents owned by teachers in the form of learning devices and assessment formats, and student assignments in the form of worksheets and products.

An interview instrument was developed to support questionnaire data and add to the information not obtained from the observation [22]. Open-ended questions were used in the interview to allow interviewees to express their thoughts and experiences without being limited by the researchers' point of view or previous research findings. The interview processes were recorded, and results were documented to maintain the quality of the study [21]. Informants responded to statements and questions the researchers had prepared as part of an interview guideline [20]. In-depth data on 22 teacher performance indicators based on the Danielson framework were obtained directly from subject teachers through interviews. Students were also interviewed to investigate how learning was carried out by the teachers, how classroom management was applied by the teachers, the interaction between students and teachers, and what students think about their teachers inside and outside of the classroom. In interviewing, we used a teacher interview outline and guidelines adjusted to the Danielson framework.

The following figure presents the data collection technique:

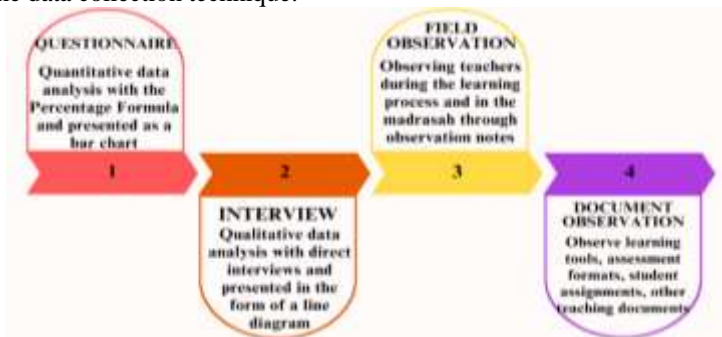


Figure 1. Research Method

### 2.2 Maintaining the Integrity of the Specifications

The research was conducted at MAN 2 Jember. We selected 12 out of the 56 subject teachers at MAN 2 Jember who taught Mathematics and Natural Sciences (MIPA), Social Sciences (IPS), Indonesian and Cultural Arts, and Religion. This was because the Merdeka Curriculum was only implemented for the 10<sup>th</sup>-grade students of the academic year 2023/2024.

We used the five-step Danielson's research procedure, which includes formal classroom observation, informal classroom observation, observation of other practices, learning artifact evaluation, and annual evaluation: (1) Formal classroom observation was conducted by observing the learning process and the teacher's interaction with students and colleagues, as well as the fulfillment of other responsibilities outside of the classroom; (2) Informal classroom observation was conducted through interviews with teachers and questionnaires which they filled out by choosing one of the alternative answers; (3) Observations of other practices were conducted by evaluating documents in the form of learning tools prepared by teachers; (4) Artifact evaluation was conducted on students' assignments kept by the teacher, teaching journal/record, and learners' progress notes (if any); (5) Last, annual evaluation was done to see whether teachers had met the minimum requirements for professional teacher performance.

### 2.3 Research Validity and Reliability

This research employed construct validity and reliability tests [20],[21] where an education management expert Dr. Sumardi, M. Hum was asked to provide feedback and suggestions. The expert reviewed the teacher performance questionnaire and the questions prepared by the researcher. He also offered suggestions or revisions to any questions that were deemed inappropriate. There were several questions considered not valid with the indicators, so they were revised based on the suggestions and input from the expert. Therefore, the question items used as the instrument of this research were validated and reliable.

## 3. RESULT AND DISCUSSION

### 3.1 TEACHER READINESS IN IMPLEMENTING THE MERDEKA CURRICULUM BASED ON THE DANIELSON FRAMEWORK AT MAN 2 JEMBER

Below are data analysis results related to teacher readiness in implementing the Merdeka Curriculum based on the Danielson framework:

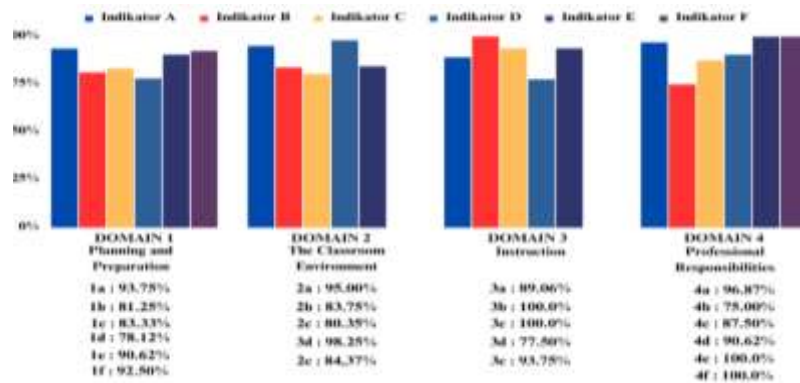


Figure 2. Chart of Questionnaire Data Analysis Results

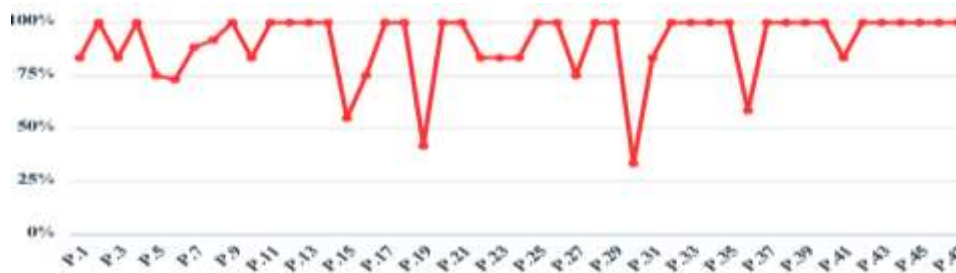


Figure 3. Chart of Interview Data Analysis Results

#### Domain 1. Planning and Preparation

The questionnaire results in Figure 2 show that the highest score for teacher readiness is in content knowledge and pedagogy at 93.75%. The interview score shows that 83.33% (Figure 3) of teachers have understood the learning outcomes and materials in the Merdeka Curriculum and 99.99% of teachers have implemented different strategies in teaching using the Merdeka Curriculum. The indicator with the lowest score was the Demonstrating Knowledge of Resources with a questionnaire score of 78.12% (Figure 2) and an interview score of 83.33% (Figure 3). Teachers were found to use diverse, interactive, and relevant learning resources, but only 16.66% of teachers used the textbooks and workbooks available at school.

#### Domain 2. Classroom Environment

The data obtained from the questionnaire in Figure 2 indicate that the management of student behavior (2d) has the highest score for teacher readiness, with a questionnaire score of 98.25% (Figure 2) and an interview score of 99.99% (Figure 3). Teachers have also implemented various strategies to ensure that every learner receives equal treatment and attention. Furthermore, with the lowest interview score of 58.33% and the lowest classroom management score of 80.35%, teachers still faced difficulty in forming ideal and diverse groups. Nonetheless, 99.99% of teachers rearranged students' seats throughout the learning process and allocated time for effective classroom management.

#### Domain 3. Instruction

The questionnaire results show that the highest score of teacher readiness is on the use of question and answer/discussion techniques (3d) with a questionnaire score of 100% and an interview score revealing that 99.99% of teachers conducted question and answer/discussion sessions and 100% of teachers provided feedback on students' questions and opinions. Meanwhile, the lowest score indicator is on the aspect of using assessment in instruction with a questionnaire score of 77.50% (Figure 2) and an interview score showing that 16.66% (Figure 3) of teachers still used the 2013 curriculum assessment guidelines and around 66.66% of teachers never conducted self-assessment on students. On the other hand, teachers scored 100% regarding the provision of remedial and reflection worksheets.

#### **Domain 4. Professional Responsibilities**

The data obtained from the questionnaire show that the highest score of teacher readiness is in the Growing and Developing Professionally (4e) and Showing Professionalism aspects with questionnaire scores of 100% (Figure 2). The interview scores show that 99.99% (Figure 3) of teachers consistently tried to improve their content and pedagogical knowledge and 100% of teachers were open to suggestions/feedback from fellow teachers. They were also found able to demonstrate integrity and ethical behavior at school, fulfill professional responsibilities, and comply with regulations set by the Islamic school and the Ministry of Religious Affairs. The indicator with the lowest score is on the Maintaining Accurate Record aspect with a questionnaire score of 75% (Figure 2) and an interview score of 41.33% (Figure 3). Due to a lack of storage space, teachers frequently returned students' written and product assignments. However, 100% of teachers were found to regularly record and keep academic journals since they were provided by the school.

#### **3.2 Teacher Readiness in Implementing the Merdeka Curriculum**

The following describes teacher readiness in implementing the Merdeka Curriculum based on the graph above.

##### **1. Demonstrating Knowledge about Content, Pedagogy, and Students, and Setting Instructional Outcomes**

Pedagogical content knowledge involves applying various instructional learning methods to teach content in the most effective way based on background knowledge, such as facilitating experiments to discover concepts rather than just reading about them [23]. In response to this, teachers used Student Center Learning-based learning models and methods, allowing them to understand learning materials and develop the curriculum according to the characteristics of students. Teachers can apply a new paradigm to create student-centered learning which directs students to construct their knowledge independently [24]. Cognitive and non-cognitive diagnostic assessments were conducted to adapt learning to students' needs and characteristics. Non-cognitive diagnostic assessments were also conducted to understand how students' emotions and difficulties developed. Non-cognitive diagnostic assessment is important because it helps teachers understand students from their nature, character, and strengths.

Teachers must understand the learning outcomes to develop learning objectives and their flow [25]. There are modifications regarding the implementation of the Merdeka Curriculum, but teachers may not modify the learning outcomes determined by the government. Teachers are obliged to compile learning objectives and their flow and are given the authority to determine them according to the needs and characteristics of students. These changes are certainly different from the previous curriculum, where learning outcomes and the formulation of learning objectives were determined directly by the Government, so that teachers only determine the indicators of success. These learning objectives will be used as the basis for compiling an assessment rubric for each assignment [26].

##### **2. Designing Coherent Instructional and Student Assessments based on the Merdeka Curriculum**

Teachers were found designing learning and assessment based on the Merdeka Curriculum. The document observation proves that teachers compile learning tools in accordance with the provisions of the Merdeka Curriculum. Teachers implement their creativity and utilize technology to help students hone their problem-solving, critical thinking, and creative thinking skills and achieve the learning outcomes in the instruction designed in teaching devices [27]. However, even though teachers can compile teaching modules, they believe that they still need special training related to learning design in the Merdeka Curriculum to better understand how the learning and planning system works using the curriculum. It is crucial for teachers to have the ability and skills to generate learning objectives based on the learning outcomes, so that they can plan learning activities appropriately.

Although some teachers conduct assessments based on the Merdeka Curriculum, some teachers still use the guidelines from the 2013 Curriculum. The assessment in the Merdeka Curriculum has a different orientation compared to the 2013 Curriculum where it focuses on implementing formative assessment rather than summative assessment. The formative assessment results serve as a foundation to improve learning [28]. By means of authentic evaluation, students are given the opportunity to hone their practical problem-solving abilities, critical thinking, communication, teamwork, and networking [29].

##### **3. Creating Mutual Respect, Good Relationships, and Establishing a Learning Culture**

In the classroom, teachers have the power to foster respectful and differentiated learning. The implementation of differentiated learning includes flexibility from the teacher because students' learning styles, abilities, and interests require several instructional strategies such as large groups, small groups, peer pairs, and individual work [30]. Therefore, teachers must plan lessons to fit students' unique learning styles, learning materials, activities, classroom assignments, homework, and final assessments based on students' readiness and interests [31].

#### 4. Using Questioning and Discussion Techniques and Engaging Students in Learning

One teaching strategy that is directly tied to problem-solving skills is the discussion technique which seeks to stimulate and motivate students to think reflectively [32]. Based on the findings, all 10<sup>th</sup>-grade teachers consistently use question-and-answer and discussion techniques to encourage students to learn, think critically, and articulate their ideas rationally and objectively. Through these techniques, students' independence in thinking and carrying out activities is promoted.

#### 5. Reflecting on Teaching

Every teacher reflects on learning in a different way. For example, some teachers include students in learning reflections where teachers receive feedback from students. In this study, teachers share their reflections on learning with other teachers in the teacher forum. This is in line with Marashi [33] who found that learning reflection is promoted through systematic research approaches, self-reflection, and peer discussion on current critical issues. Through reflection, teachers can turn instruction into meaningful and productive learning experiences. According to John Dewey [34], one won't learn from an experience without reflection.

#### 6. Participating in the Professional Community

Teachers play a significant role in Islamic schools, as indicated by their roles that do not only consist of teaching but also serving as members of the MAN 2 Jember Public Relations team, supervisors for the student council, extracurricular team coaches/leaders, homeroom teachers, members of the MAN 2 Jember 5K team, members of the P5 team (Project for Strengthening Pancasila Student Profiles), etc. Participation in this case is not only about the role and position of the teachers but also their involvement in developing professionalism at school. Teachers at MAN 2 Jember have often participated in various seminars and workshops about teacher's professional development. In addition to the teachers' initiative, the school also shares information about various seminars and workshops about education, and even mandates that all teachers participate in them. Some examples of professional training for teachers are subject training, teacher professional training (which many teachers participate in and go to Surabaya to improve their competence), and the Teacher Professional Education Program (PPG). For big seminars and workshops, participating in them is mandatory. In this study, teachers have participated in training to help them implement the Merdeka Curriculum in Islamic schools.

#### 7. Growing and Developing Professionally

Every teacher makes a distinct effort to advance their career. Some of these efforts include attending seminars and workshops and conducting training sessions relevant to the implementation of the Merdeka Curriculum. The participant teachers in this research not only use the school's facilities for training, seminars, and workshops, but they also take the initiative to improve their knowledge about the curriculum independently. Teacher professionalism can be achieved through participating in activities according to the field, expanding knowledge and practice through collective participation, and being an active and consistent learner. Teachers also need feedback and suggestions from their peers for their professional development [35]. Therefore, they must maintain positive relationships and communication with each other. Feedback from colleagues is necessary as it helps teachers reflect on their performance and weaknesses.

#### 8. Showing Professionalism

The questionnaire score of teacher professionalism is 100%. Teaching in an Islamic school gives teachers the opportunity to show their professional competence. Many benefits, such as honing teaching skills and a critical attitude toward work to increase professional involvement [36]. In addition to doing their responsibilities in an industrial and technological era, teacher professionalism and quality can also address the complexity of today's educational issues [6]. Teacher professionalism is present when teachers are in control of their responsibilities, as those who best understand the learning goals, processes, and outcomes. With professionalism, teachers gain the trust of the community, and they are expected to fulfill that trust [37].

#### 9. Student Profile Strengthening Project Pancasila Rahmatan 'Lil Alamin (P5RA)

The Merdeka Curriculum is identical to P5 which is a cross-disciplinary that allows students to observe and solve problems around them, while strengthening various competencies in the Pancasila Student Profile. Education officials can involve the community and/or workplace to design and organize projects to strengthen students' Pancasila profile [38]. According to Mrs. Aini, the secretary of the P5RA team at MAN 2 Jember, P5 focuses on the enhancement of students' skills and character. Therefore, learning both in the form of theories and practices can be applied meaningfully to prepare students for jobs in the future.

The establishment of a P5 team called P5RA (Projek Penguatan Profil Pelajar Pancasila Rahmatan Ill Alamin) marked the start of the P5 implementation process. Since P5 is still new and requires thorough preparation, it is not yet mandatory for all teachers. Teachers will be divided into tasks where compulsory subject teachers will focus on delivering theories, while practical subject teachers will focus on teaching materials related to P5 by adjusting the material learned. All subject teachers at MAN 2 Jember were expected to implement P5 in learning. However, during the time of this research, teachers who implemented P5 were only mathematics, economics, physics, and biology teachers. Teachers who have successfully included P5 in their lessons shared information about the program with other teachers who have not yet implemented it. The P5RA team also plays a role in determining the themes to be used among approximately 3 themes that need to be completed. Evaluation is carried out after students complete the action or practice stage. At the end of the semester, there will be a P5 theme culmination where students hold an event showcasing the projects they have carried out during the implementation stage. If the theme culmination is not possible at the end of the semester, then it will be done at the beginning of the next semester.

### 3.3 Obstacles in Implementing the Merdeka Curriculum

The following describes the obstacles faced in implementing the Merdeka Curriculum.

#### 1. Use of less interactive learning resources

The advancement of science and technology requires schools to prepare and develop learning resources for teachers. As teachers must incorporate these resources in the classroom, training sessions are necessary to give them the knowledge and abilities to do so. Learning resources facilitate students to become the Highest Order in Learning and become active producers, as well as put their creative ideas to use in developing the learning resources [39]. Ten-grade teachers at MAN 2 Jember have utilized learning resources in each lesson with 74.99% of teachers having used diverse and interactive learning resources, while the other 25% only use workbooks and textbooks. This shows the use of diverse and interactive learning resources among teachers is still low.

#### 2. Lack of Implementation of Student Self-Assessment

According to the interview scores, roughly 33.33% (Figure 3) of teachers conduct student self-assessment, while the other 66.66% rarely or never conduct any. The Merdeka Curriculum based on Kemdikbud (2022) [20], on the other hand, reveals that teachers are supposed to include students in self-assessment, peer assessment, self-reflection, and peer feedback. Through these types of assessments, teachers give students the chance to reflect on their abilities and improve them based on the assessment results [40].

#### 3. Lack of Integration of Learning with Technology

The interview score shows that roughly 33.33% (Figure 3) of teachers integrated learning with technology, while 66.66% others do not. This percentage was obtained due to the lack of teacher competence to implement technology and limited facilities such as LCD/Projector, among other reasons. Meanwhile, technological advancements must go hand in hand with initiatives to raise Indonesia's educational standards.

### 3.4 Recommendation

Based on the result and discussion, the recommendations for teachers and Islamic schools are: (1) Participating in the outreach of the implementation of the Merdeka Curriculum; (2) Participating in technical guidance, training, and sharing sessions on the implementation of the Merdeka Curriculum; (3) Organizing and establishing a curriculum development team to facilitate the designing of the operational curriculum; (4) Carrying out assistance to guide and facilitate education units in adopting the Merdeka Curriculum in a systematic and continuous manner.

### 4. CONCLUSION

Teacher readiness to implement the Merdeka Curriculum is demonstrated by several indicators, such as teachers' understanding of learning outcomes, their ability to prepare learning objectives and their flow, and their assessment of students. Teacher readiness is measured by the classroom management indicator, which focuses on the respectful environment that teachers create to build strong relationships with students and make a positive impact. Teachers adapt to students' preparedness, needs, and characteristics in carrying out learning as they develop a learning culture within the Merdeka Curriculum through differentiated learning. In the learning implementation indicator, teacher readiness can be shown in student-oriented learning activities. During discussions, teachers are ready to help students and provide feedback/responses to students' questions and opinions. In the other professional responsibility indicator, teacher readiness is shown in teachers' contribution in doing other educational responsibilities. This shows that Islamic schools trust their teachers to take on responsibilities other than those of being subject teachers. Teachers revealed that they will always strive to grow and develop professionally, demonstrate integrity and ethical behavior at school, and comply with the regulations set by the school. The obstacles faced by teachers include the use of less interactive learning resources where teachers tend to only rely on workbooks and textbooks. Another obstacle is the lack of student self-assessment teachers rarely or even never do. In addition, the lack of technology integration in learning is a barrier since efforts to improve the quality of education in Indonesia, as well as create efficient and effective learning must be accompanied by technological developments.

### 5. ACKNOWLEDGMENT

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