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		3. Dr. Emil Elistianto Dardak, M.Sc. (Deputy Governor of East Java)

PREFACE

First of all, Let us praise The Almighty Allah SWT, who has given health and opportunities to all of us, so that today we can carry out the International Conference on Learning and Education (1st ICLE) STKIP PGRI Pacitan in 2022. Hopefully, this activity will provide blessings and benefits for all of us.

On this occasion, we would like to express our sincere gratitude to the speakers who are willing to share with us in this seminar. This seminar raised the theme "Demand for innovation and education connectivity". It is hoped that it can unravel the demands for innovation and educational connectivity, as well as disseminate various ideas, thoughts, and results of scientific research as well as empirical experiences related to these themes in order to make government programs successful with the jargon of independent learning. The output of this seminar will be published in the International Seminar Proceedings of STKIP PGRI Pacitan. This seminar will also be held regularly every year with an up-to-date theme and present competent speakers from within and outside the country.

We thank all of you for your participation, and we wish you all the best for participating. Thus, if there are things that are less pleasing, I sincerely apologize to all of you. May we always be given health and given ease in all our affairs.

Pacitan, 22 July 2022
Committee Chairman

ttd

SUGIYONO, M.Pd.

SPEECH FOR INTERNATIONAL CONFERENCE

Assalamu'alaikum Warahmatullah Wb.,
Blessings to all of us.
The Excellency:

1. The Governor of East Java, Hj. Khofifah Indar Parawangsa, in this case was represented by the Deputy Governor of East Java, Dr. Emil Elistianto Dardak, M.Sc
2. The Chairman of the PGRI of East Java Province, H. Teguh Sumarno, M.M.,
3. The Regent of Pacitan, Mr. Indrata Nur Bayuaji
4. Associate Professor Roger Chen (Department of English, Tzu Chi University Taiwan)
5. Associate Professor Dr. Anis Malik Thoha (UNISSA Brunei Darussalam)
6. The Chairman, and all Management of PPLPT STKIP PGRI Pacitan
7. Invited guests (Head of Education Office, Head of Branch Office, College Colleagues, Chancellor and Chairperson)
8. Vice Chairs, Heads of Study Programs, Heads of Bureaus, Heads of Institutions, Heads of Technical Services Units, and staff
9. Lecturers, presenters wherever you are,
10. Students, alumni and all seminar participants.

For a moment, let us praise and thank Allah SWT who has given His mercy, taufiq and inayah, so that we can be present virtually at the International Conference on Learning and Education (1ST ICLE). Let us give shalawat and greetings to the Prophet Muhammad SAW, hopefully one day we will get his intercession, amen.

Dear virtual guests,

First of all, I would like to welcome, virtually, to all ladies and gentlemen in the City of 1001 caves, the city where the 6th President Susilo Bambang Yudhoyono (SBY) was born. Pacitan is a city, which is very charming, comfortable, friendly, beautiful and scenic. This city is well worth it for anyone to visit.

This international seminar was very special, because the Deputy Governor, Chair of the PGRI of East Java Province, and the Regent of Pacitan were pleased to join us all online. On behalf of the leadership and the entire academic community of STKIP PGRI Pacitan, I would like to express my sincere and infinite gratitude. Their presence certainly confirms to all of us for their commitment, dedication and concern for the quality of education, including higher education. We would also like to thank all the resource persons who are willing to spend their time and thoughts in this forum. Moreover, we would also like to express our gratitude to all the committee members who made this event a success.
Dear Ladies and Gentlemen.
This international seminar is actually a series of activities on the 30th Anniversary of STKIP PGRP Pacitan. Carrying the theme "Demands for Educational Innovation and Connectivity". This theme emphasizes that this campus is very serious in improving institutional capacity, quality of graduates and preparing themselves to respond to the challenges of the times. We ask for prayers, blessings, support and assistance, ladies and gentlemen, especially to the Governor of East Java who was represented by the Deputy

Governor, The Chair of the PGRI of East Java Province and the Regent of Pacitan so that this Campus would be of higher quality, standing firm, and highly competitive.

Ladies and gentlemen, in virtual space wherever you are,
We hope that this international seminar can be a medium for transfer of knowledge and transfer of value for lecturers, teachers, education staff, students and the wider community who are engaged in education. The various knowledge gained later, hopefully can be a provision to face the changes and demands of life in this era.
Welcome and congratulations on attending the seminar, hopefully you will be enlightened. That's all we have to say, for all our mistakes, we ask for forgiveness. To conclude this speech, we ask the Regent of Pacitan and the Deputy Governor of East Java to give a speech. Waallahu muafiq ila aqwamitthariq, wassalamu'alaikum warahmatullahi wabarakatuh.
Wassalamualaikum wr. wb.

Pacitan, 22 July 2022
Chairman,

signed

Dr. Mukodi, M.S.I.

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CONTENTS

THE ANALYSIS OF SCHOOLS AND MATHEMATICS TEACHERS' READINESS TO FACE THE "MERDEKA" CURRICULUM IMPLEMENTATION

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Abstract: This study aimed to describe the readiness of some junior high schools and the readiness of their mathematics teachers in Pacitan to face the implementation of the "*Merdeka*" curriculum in 2022/2023 school year. This research was a qualitative descriptive research by a case study research design. Data collection techniques in this study used interviews, observation, and documentation. Validity data was obtained by triangulation and source triangulation methods. The result of this research was only 38 out of 72 public and private junior high schools in Pacitan would implement the "*Merdeka*" curriculum in their schools. Through in-house training, teachers had been provided with the principles of implementing the "*Merdeka*" curriculum from A to Z or from planning to the learning assessments. The teachers also should understand the principles of the "*Pancasila*", and the students' profile to strengthen the project. In addition, in-house training, the subject teachers were as a forum of a learning community. They also had to play a role in approving the teachers' readiness in preparing the implementation of the "*Merdeka*" curriculum in their respective schools.

Keywords: *mathematics teacher, "Merdeka" curriculum implementation, readiness, schools.*

INTRODUCTION

At the beginning of 2020, the whole world, including Indonesia, experienced a disaster with the presence of the COVID-19 Pandemic. This has exacerbated the learning crisis that had previously occurred in Indonesia. During the 2 years of the COVID-19 pandemic, there has been a significant increase in learning loss in terms of the achievement of students' literacy and numeracy competencies. Research shows that before the COVID-19 Pandemic, learning progress for 1st year (grade 1 elementary school) was 129 points for literacy and 78 points for numeracy. Meanwhile, during the COVID-19 pandemic, learning progress during grade 1 was significantly reduced. For literacy, student learning loss is equivalent to 6 months of study. As for numeracy, the loss of student learning is equivalent to 5 months of study.

At the end of August when the COVID-19 Pandemic was in progress, the Government issued a policy in order to mitigate learning loss due to the COVID-19 Pandemic by giving schools the option to use a simplified curriculum (emergency curriculum) in order to focus on strengthening character and basic competencies (Satiti & Falikhatun, 2022). In addition, the government also provides literacy and numeracy modules to help teachers implement the curriculum. There is also a module for parents that can be used at home. This policy is stated in the Decree of the Minister of Education and Culture No. 719/P/2020 which essentially gives education units the flexibility to implement the 2013 curriculum in full, using an emergency curriculum which is a simplification of the 2013 curriculum developed by the government, or education units simplifying the 2013 curriculum. independently.

Giving freedom to educational units to implement the curriculum, be it the K-13 Curriculum, the Emergency Curriculum; Self-simplified curriculum; and the Merdeka Curriculum

(Kemdikbudristek, 2021a), giving more flexibility to educational units in determining which curriculum is more appropriate to the conditions and situations of each school. Giving curriculum choices can also give the government time to provide socialization and training to teachers, principals, and school supervisors. Because with a holistic understanding of why the curriculum can always be refined to suit conditions and situations, it will also affect the success of its achievement. Simplification and refinement of the curriculum is certainly needed as a result of learning loss and learning gaps due to the pandemic, the teaching system that will change due to the implementation of online learning, and adjustments to the current situation and needs. The use of a more flexible curriculum by refining and adapting to the latest conditions and needs has proven to be effective in boosting student learning outcomes (Kemendibudristek, 2021b).

Based on the learning survey during the pandemic period of primary and secondary education conducted by BSKAP in July 2021, there were 59,2% of education units that continued to use the full 2013 curriculum, 31,5% of education units used the emergency curriculum, and 8,9% of educational units education simplifies the 2013 curriculum independently, and there are about 0.4% of education units using other curricula. Based on the implementation of the curriculum during the COVID-19 pandemic, it was found that students who used the emergency curriculum had better learning outcomes than students who used the full 2013 curriculum, regardless of their socio-economic background.

The failure of an education, one of which is influenced by a curriculum that is not able to meet the demands of the times. Therefore, the curriculum must always be evaluated and then adjusted to the development of science, technological progress, and market demands (Siregar et al., 2021; Achmad et al., 2022). Including learning loss due to Covid-19, the curriculum must also be refined to be able to adapt to system conditions and post-pandemic learning methods. Therefore, to answer some of the challenges above, we need a curriculum that: (1) Simple, easy to understand and implement; (2) Focus on the competence and character of all students; (3) Flexible; (4) Harmonious; (5) Working together; and (6) Paying attention to the results of the study and feedback.

The OECD (2020) conducted a study of the process of curriculum redesign in several countries and synthesized the principles of curriculum design that were considered effective and encouraged a systematic and accountable process. The OECD divides these principles into four groups according to the scope in which these principles need to be applied: (1) related to curriculum design or achievement standards in each discipline, there are three principles that need to be considered, namely: focus, consistency, and coherence; (2) in designing a curriculum that applies to all disciplines, the principles that need to be met are the ability to transfer competence, interdisciplinary, and elective; (3) in designing curriculum policies at a more macro level, the principles held are authenticity, flexibility, and harmony; and (4) related to the work process of curriculum design, the principles that need to be adhered to are engagement, student empowerment or independence, and teacher empowerment or independence.

These principles are one of the references in determining the principles used throughout the design of the Merdeka Curriculum. However, the main basis for designing the Merdeka Curriculum is the independent learning philosophy which also underlies other educational policies, as stated in the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Permendikbud No. 22 of 2020). The Permendikbud indicates that Merdeka Learning encourages paradigm shifts, including paradigms related to curriculum and learning. The intended paradigm shift includes strengthening the independence of teachers as controllers in the learning process, releasing the control of standards that are too binding and demanding a homogeneous learning process in all educational units in Indonesia, and strengthening student agency, namely the rights and abilities of students to determine learning process through setting learning goals, reflecting on their abilities, and taking steps proactively and responsibly for their success.

One of the main principles in designing the Merdeka Curriculum is a policy that provides flexibility to educational units, educators, and students. In various countries, the principle of curriculum flexibility and efforts to simplify and reduce content density are carried out by

separating the curriculum framework from the operational curriculum (OECD, 2020; UNESCO, 2017). The curriculum framework set by the Government is also kept to a minimum and is more guiding than strict regulation (OECD, 2020). On that basis, the curriculum structure and learning principles set by the Government are regulated in a very general and abstract manner so that educational units have a lot of flexibility to develop them according to the context and learning needs of students.

The Central Government stipulates: (1) student profiles of Pancasila, (2) learning outcomes, (3) curriculum structure, and (4) principles of learning and assessment as a curriculum that is expected to be implemented in education units and in the classroom. The student profile of Pancasila as a synthesis of the goals of national education, the vision of education and the development of Indonesian human resources as contained in the Preamble to the 1945 Constitution, Pancasila, and the views of the founding fathers of the nation. While the other three components are derivatives of a larger policy, namely the National Education Goals which have been stipulated in Law Number 20 of 2003 and translated as Pancasila student profiles, and are also derivatives of the National Education Standards, in particular the Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards.

This framework becomes a reference in the design of the Merdeka Curriculum, including to strengthen the alignment between the basic curriculum framework and the operational curriculum developed in the education unit. Teaching tools are the link between the two, as referred to as a curriculum that has the potential to be implemented in educational units. Included in the teaching tools are student textbooks and teacher manuals, examples of teaching modules, examples of syllabus that explain the flow of learning objectives, examples of project guides for strengthening the Pancasila student profile, examples of operational curricula, examples of classroom assessments for educational purposes. diagnostics of student readiness, and even examples of the mechanism for regulating subject selection for grades XI and XII.

METHODS

This research is a qualitative descriptive study. Qualitative methods are included in the artistic method where the research process is less patterned and is included in the interpretive method where the data results are related to the interpretation of data collection in the field (Sugiyono, 2020). The process of collecting data naturally with a view to understanding events and described in the form of words or sentences. The search for data in qualitative research does not go through statistical means or measurements with other quantitative methods (Anggito et al, 2018).

The research was carried out in April – July 2022. In this study, the researcher was directly involved, the researcher as an interviewer, participatory observation and to obtain document data. Data were collected by conducting observations, interviews and documentation both online and offline with face to face. To analyze the data with data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION
School Readiness in the Merdeka Curriculum Implementation

Until February 2022, the Merdeka curriculum has been implemented in a limited to 2.499 educational units participating in the Program Sekolah Penggerak and 901 SMK Program Keunggulan (Solehudin et al, 2022). Among them, 75% are public schools and the rest are private. This limited implementation is carried out in various schools of varying quality. Judging from the school category, 6% of schools are stage I (poor), 50,77% are schools in stage II (fair), 25.1% are moderate stages (good) and the remaining 13,1% are in stage IV or (excellent). From its territorial status, the Merdeka curriculum is implemented in 111 regencies/cities. The 111 regencies/cities are spread out from underdeveloped, non-lagging areas, as well as special areas (the districts with the most underdeveloped villages according to Permendes PDTT No. 18 of 2019). Judging from the

distribution, 96.1% are non-lagging areas and 3.9% are underdeveloped areas. The implementation of this limited curriculum will be gradually expanded from year to year.

The application of the Merdeka Curriculum is limited to three things. First, as part of the process of improving the curriculum so that it has the most optimal impact in reducing the risk of learning loss and improving the quality of education in Indonesia in the future. Second, to produce good practices for teachers and principals who are experienced in adopting the curriculum which can then be transmitted to other schools. Third, a limited and gradual curriculum adaptation approach is also intended to provide space for regions to prepare human resources during the adoption phase to provide curriculum reinforcement that will be used in the future.

In 2022, the Program Sekolah Penggerak will be resumed and Pacitan Regency will become one of the program's targets. Of the 33 schools that registered, there were 12 schools that passed the selection stage 1 and were able to continue the selection process. Furthermore, in the second stage of selection there were only 4 schools that successfully passed and are in the process of waiting for a decision letter to determine the school implementing the Program Sekolah Penggerak. Thus the 4 schools will implement an Merdeka curriculum.

In addition to the Program Sekolah Penggerak pathway, the government also provides the widest opportunity for educational units to participate in the independent implementation of the Merdeka curriculum in the 2022/2023 school year. In order to restore learning, education units may choose to apply the 2013 Curriculum with intact Core Competencies and Basic Competencies (KI-KD); implement the 2013 Curriculum with simplified Core Competencies and Basic Competencies (KI-KD) or commonly referred to as the Emergency Curriculum; or apply the Merdeka Curriculum.

For educational units that choose to use the Merdeka Curriculum, there are 3 (three) choices of categories for implementing the Merdeka Curriculum (Rosmana et al., 2022). The first one is the Merdeka Belajar category, namely the education unit applies several parts and principles of the Merdeka Curriculum, while still using the 2013 Curriculum or the simplified 2013 Curriculum/Emergency Curriculum. The second one is Merdeka Berubah category, namely educational units starting from the 2022/2023 school year will implement the Merdeka Curriculum, using the teaching tools provided in the Independent Teaching Platform according to the level of the education unit, namely teaching tools for PAUD level, class I, class IV, class VII, or class X. The third categories is Mandiri Berbagi, namely the education unit implementing the Merdeka Curriculum by developing their own various teaching tools at the Early Childhood Education Unit of PAUD, class I, class IV, class VII, or class X starting in the 2022/2023 school year.

The number of educational units both throughout Indonesia and only in Pacitan Regency which implement the Merdeka curriculum based on the decision of the head of BSKAP No. 44/H/KR/2022 can be seen in the following table.

Table 1. Distribution of education units implementing the Merdeka curriculum

Category	Total	Pacitan Regency
Mandiri Belajar	49.403	39
Mandiri Berubah	89.962	573
Mandiri Berbagi	3.333	17

The following is the distribution of education units implementing the implementation of the independent curriculum in terms of the type of level and status of the education unit.

Table 2. Distribution of implementing education units in Pacitan Regency

	Category	Public	Private
Mandiri Belajar	Playgroup & Kindergarten	-	23
	Elementary School	6	1
	Junior High School	2	1
	Community Learning Center	-	6
Mandiri Berubah	Playgroup & Kindergarten	3	121
	Elementary School	363	10
	Junior High School	34	1
	Senior High School	20	19
	Learning Community Center	-	2
Mandiri Berbagi	Playgroup & Kindergarten	1	14
	Junior High School	-	1
	Senior High School	-	1

Mathematics Teacher Readiness in the Merdeka Curriculum Implementation

Merdeka Curriculum seeks to provide educational services that favor students (Faiz et al., 2022). For this reason, in every activity the curriculum seeks to provide space for teachers to reflect through various things so that the curriculum is in accordance with the needs of students. Reflection activities must occur at every stage from planning to assessment.

At the preparatory stage, learning in the independent curriculum begins with plans made by the education unit before conducting learning. In the independent curriculum, learning planning is outlined in four important aspects. The first is to collect data on the characteristics of the education unit that will be used in the preparation of subsequent modules. Second, the Education Unit Operational Curriculum (Kurikulum Operasional Satuan Pendidikan / KOSP). Third, the preparation of teaching modules. Fourth, the preparation of the Pancasila Student Profile Strengthening Project module.

From the results of observations and interviews with several schools participating in the implementation of the independent curriculum, the principal got an overview of the independent curriculum through mentoring carried out by the Pacitan District Education Office, both by the Junior High School Development Division and by the respective school supervisors. In addition, school principals also gained insight into the independent curriculum from the Pacitan Junior High School Principal Work Consultation (Musyawarah Kerja Kepala Sekolah / MKKS), which had previously conducted a copy study of schools in other districts that had implemented an independent curriculum through the first batch of Program Sekolah Penggerak.

With this insight, the education unit began to develop KOSP by applying the principles of deliberative democracy involving all elements, starting from parents, teachers, school committees and the education office (supervisors). The involvement of all these elements allows schools to develop learning plans not only based on perceptions or expectations that may arise from the principal or some teachers but also allows learning that accommodates all groups in the education unit.

The preparation for the implementation of the Merdeka Curriculum can also be seen from the way the teacher prepares the teaching modules. From the observations made, the teacher arranges the teaching module in stages starting from the first chapter that is studied. Most teachers carry out the adaptation process by adopting modules from the Ministry of Education, Culture, Research, and Technology provided from the Platform Merdeka Mengajar and Platform Guru Berbagi and then adapting them to the local context. In addition to this, the teacher's also preparing lessons resulted from discussions forum for mathematics subject teachers (Musyawah Guru Mata Pelajaran / MGMP) and inspirational experience in the preparation of learning implementation plans (Rencana Pelaksanaan Pembelajaran / RPP) in the previous curriculum. The teaching module also pays attention to the results of the assessment of student characteristics with the hope that the learning that will be carried out can successfully achieve the expected learning objectives.

Most schools have also begun to prepare for the implementation of the Pancasila Student Profile Strengthening Project. However, just like the preparation of teaching and learning modules, the majority of teachers adopted project modules that had been developed by the Ministry of Education, Culture, Research, and Technology, especially from the Platform Merdeka Mengajar.

Support System for Successful Merdeka Curriculum Implementation

The OECD (2020) developed an ecological system model to understand the parties that also influence the successful implementation of curriculum changes and the interaction between stakeholders at various levels. This model is adapted from Bronfenbrenner's theory of the influence of the interrelated social environment on individual development.

Figure 1 Ecological Systems Approach For Curriculum Implementation (OECD, 2020).

Figure 1 shows the layers of the system that have a direct or indirect influence on the success of curriculum implementation to achieve its main goal, namely the development of character and competence of students optimally. In the picture, students become the center of curriculum policy because actually all educational policies lead to the success of students. This learner-centered principle is used both in curriculum design design and implementation.

In the second layer, the things that are most directly related to student learning are interactions between students, educators, and subject matter. The interaction between teachers and students and between students in the classroom is also a factor that influences changes in

learning approaches when the new curriculum is implemented. For example, in a classroom setting where teachers place themselves as sources of knowledge and students are consumers of that knowledge, learning that encourages critical and creative reasoning will be difficult to build.

The next layer of influence is the collective aspects in the education unit. The readiness of schools to innovate is determined by effective leadership where principals and their staff build a learning culture among teachers and various strategies are used to transform learning in the classroom (Suriansyah & Aslamiah, 2015). Leadership that strengthens learning among teachers will create a sense of security to try to innovate and implement new curricula (OECD, 2019).

An open work culture, mutual trust, and strong collaboration between educators are also important in curriculum implementation. This culture is usually also shown by the strong collaboration between teachers and their ability to work as a team which is also a driving factor for curriculum implementation (Cheung & Wong, 2012; OECD, 2019). What also has a positive impact on the implementation of educational innovation in educational units is the openness and trust between educators and parents.

Experts agree that teachers are the center of curriculum change implementation, just as students are the center of the learning process (Kneen et al., 2021). Studies consistently recommend adapting implementation strategies from the center to complexities at the local level. In such situations and the complexity of the situation varies from school to school, uniform implementation (one-size-fits-all) is not an ideal strategy.

The readiness of various educational units requires different implementation processes. Allowing education units and educators to interpret policies without government facilitation is not an effective strategy to improve the quality of learning outcomes. Therefore, the government should not let go and feel that it is enough to provide top-down socialization and training and with little frequency.

It has been said that the implementation of the curriculum and the process of policy meaning is essentially a learning process. However, this time it was not the students who were studying, but the education unit, educators, and also the local government. And just as students are the center of the learning process in the classroom, teachers also need to be at the center of curriculum implementation (Drake & Sherin, 2006). The principle of learning in accordance with the stage of student achievement (teaching at the right level) also needs to be applied in the implementation process in accordance with the readiness of the education unit and teachers (implementation at the right level). Curriculum implementation strategies that take into account the needs of teachers to learn and interpret them will not only help students learn better, but also help teachers learn in depth curriculum policies so that they can implement them better and sustainably (Drake & Sherin, 2006).

CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that: 1) there are 3 junior high schools that follow the implementation of the Merdeka curriculum for the Merdeka Belajar category and 35 junior high schools that follow the Merdeka Berubah category, 2) mathematics teachers prepare themselves through inhouse training which discusses learning planning, learning implementation, and learning assessment, 3) teachers adopt the teaching modules that have been prepared by the Ministry of Education, Culture, Research, and Technology both for learning teaching modules and for the Pancasila Student Profile Strengthening Project module and adapted to the local context of the education unit.

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