

CHAPTER II

LITERATURE REVIEW

A. Readiness

1. Definition of Readiness

According to the Big Indonesian Dictionary (KBBI), readiness comes from the word "ready" which means "already provided (just use or use)". So readiness is a condition or state of being ready. Meanwhile, according to the Great Dictionary of Psychology, readiness is the level of development of maturity or maturity favorable to practice something. Another definition of readiness is Slameto, "Readiness is the overall condition of a person that makes him ready to respond/answer in a certain way to a situation". This means that readiness refers to the knowledge and experience and readiness that a person has in relation to the goals achieved (Siswanto, 2011). Readiness is the overall condition of a person to respond and practice an activity where the attitude contains mental, skills and attitudes that must be possessed and prepared during certain activities.

2. Teacher Readiness

Readiness is a guarantee of results in the implementation of curriculum planning including a lesson that will be carried out in class (Wahyudi et al., 2013). Therefore, a teacher must prepare everything that will be done as well as possible. In addition, in implementing an independent curriculum, a teacher must have good readiness so that the results are as expected. Likewise, to achieve success in carrying out good teaching and learning activities, teachers need to prepare a systematic learning design from the curriculum used in schools (Azizah & Witri, 2021). Indications of low-quality of learning in the classroom are influenced by teacher readiness that is not good enough (Wote & Sabarua, 2020).

Therefore, there is a need for teacher efforts to prepare all the needs needed in classroom learning.

Teachers have a very important role both in curriculum development and in its implementation. Learning design that is no longer teacher-centered and utilizes various learning media will motivate students to be active and trained to develop critical thinking skills (Herawati & others, 2022). Likewise, teachers play a very important role in implementing the Freedom of Learning policy. Teachers can contribute collaboratively and effectively working with school curriculum development to organize and structure learning materials, textbooks, and content. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom (Alsubaie, 2016). As an educator, teachers can understand student psychology, and know about learning methods and strategies. Teachers also act as evaluators to assess student learning outcomes. So, in curriculum development, teachers need to have qualities such as planners, designers, managers, evaluators, researchers, decision-makers, and administrators. Teachers can play this role at every stage of the curriculum development process (Daga, 2021). Therefore, the role of the teacher is the most decisive in this regard. Teachers as education centers need to manage learning activities well so that the implementation of the curriculum is in accordance with what is aspired to. Therefore, teachers must have good readiness in implementing the Merdeka curriculum.

3. Teacher Readiness Indicators

Educational institutions in responding to the Merdeka curriculum need to build good cooperation with teachers to be able to carry out innovative learning. However, not all teachers have critical awareness, progressive, adaptive, and futuristic attitudes toward the times, including curriculum changes (Awalia Marwah & Fajriatur, 2022, p. 5941). Lack of socialization, seminars, or workups will affect the understanding, mastery, and level of readiness of teachers. In curriculum implementation,

especially in the teaching and learning process, teacher readiness is fundamental. The level of learning effectiveness is strongly influenced by the behavior of educators and learners. Effective educator behavior is clear teaching, using a variety of learning strategies and methods, using a variety of learning media, empowering students, being enthusiastic about learning, and so on (Wote & Sabarua, 2020, p. 2).

Before implementing the Curriculum Merdeka Belajar program, a teacher and school must pay attention to what things need to be prepared. In the Merdeka Belajar Curriculum, there are indicators that determine that teachers are ready to apply the Merdeka Belajar Curriculum to the learning process in schools. According to (Ihsan, 2022) teacher readiness indicators are as follows:

- a. Readiness in the implementation of USBN replacement assessment
- b. Readiness in the AKM Plan (Minimum Competency Assessment) and UN Replacement Character Survey
- c. Readiness in the preparation of the RPP Compact format
- d. Readiness in the Implementation of Zoning PPDB

B. Definition of Teacher

Teachers are human beings to be admired and imitated. As one of the elements in the implementation of the education system in schools, teachers have a very important role in shaping, fostering, and achieving educational achievements. This role will certainly be felt if the figure of the teacher teaches in an area or village that is far from the hustle and bustle of human activities such as cities. According to (Oktavia, 2014) the role of teachers is often the core source in transforming science values and other values for students so that the abilities, knowledge, and skills possessed by teachers dominate the learning process and the formation of learning outcomes for their students.

Teachers are defined as pro-vocational educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating

learners in early childhood education, primary education, and secondary education. So teacher readiness can be interpreted as the condition of a teacher who has adequate competence or ability both physically, socially, and emotionally. So great and great is the main task and function of a teacher for his students, that it gives birth to notes, thoughts, signs, and criteria of professional teachers according to educational experts.

The task of educators in general is to educate, in operational, educating is a series of teaching processes, giving encouragement, praising, rewarding, forming examples, and getting used to them (Syarifuddin, 2015). While the specific duties of teachers are:

1. As a teacher (Instructional): Plan the teaching program and implement the program that has been prepared and assessed after the program is implemented.
2. As an educator: Directing students to a level of maturity that has a perfect personality.
3. As a leader (Managerial): Leading and controlling self, students, and related communities, regarding efforts to direct, supervise, organize, control, and participate in programs that have been implemented.

In addition to having the main duties as educators, teachers, supervisors, and trainers, the main duties of teachers according to the Ministry of Education and Culture are professional duties that must be carried out by an educator in order to develop personality, balance thinking abilities, intelligence and train skills.

In the Merdeka Belajar program, teachers must have free and independent thinking in designing existing learning according to student needs. Teachers must have independence in choosing curriculum elements that will be developed in the learning process according to student needs. The freedom that teachers have in choosing elements in the curriculum must be able to create learning that challenges students to have critical thinking in solving various existing problems, be able to foster creative power, and have good character in establishing communication and cooperation with others.

C. Merdeka Curriculum

1. Understanding the Merdeka Curriculum

The emergence of the Merdeka curriculum supports the spread of education in Indonesia evenly with affirmation policies that have been carried out by the government towards students in disadvantaged, frontier, and outermost (3T) regions. Not only that, the Merdeka curriculum will also change the learning methods that were originally applied in the classroom and changed to learning outside the classroom. Learning outside the classroom will provide greater opportunities for students to discuss with the teacher. Learning outside the classroom will also shape the character of students in the courage to express opinions when discussing, the ability to get along, and become competent students so that naturally the character of students is increasingly formed. The Merdeka Belajar curriculum also does not peg students' abilities and knowledge only from grades but also sees how polite and skilled students are in certain fields of science. Students are given the freedom to develop their talents. It supports the creativity of students and will manifest itself through the guidance of the teacher. Demands for teachers to be able to develop innovative learning concepts for students will also be realized. In the concept of a Merdeka curriculum, teacher and student learning together will create a more active and productive learning concept for teachers and students. The Merdeka Curriculum is one of the curriculum concepts that demands independence from students. Independence is the understanding that every student is given freedom in accessing knowledge obtained from formal and non-formal education (Manalu, J. B., Sitohang, P., & Henrika, N. H. 2022).

Freedom of Learning according to the Minister of Education and Culture departs from the desire that educational output can produce better quality and no longer produce students who are only good at memorization, but also have sharp analytical skills, reasoning, and a

comprehensive understanding of learning to develop themselves (Birawa Daily, 2020). Mendikbud's version of Merdeka Belajar can be interpreted as the application of the curriculum in the learning process must be fun, coupled with the development of innovative thinking by teachers. This can foster a positive attitude in students in responding to learning (Fathan, 2020).

Merdeka Belajar is a natural learning process to achieve independence (Prayogo, 2020). It is necessary to learn independence first because there may still be things that shackle the sense of independence, the sense of not being free, and the narrowness of the space for independence. The essence of Merdeka Belajar is to explore the potential of teachers and students as much as possible to innovate and improve the quality of learning independently. Being independent not only follows the bureaucratic process of education but is truly educational innovation (Saleh, 2020).

Merdeka Belajar is an idea that frees teachers and students in determining the learning system, which aims to create fun learning for teachers and students. The Merdeka Belajar system also emphasizes more on aspects of character development that are in accordance with the values of the Indonesian nation because so far education in Indonesia emphasizes aspects of knowledge rather than skills

2. Merdeka Curriculum Concept

The concept of a Merdeka curriculum is the formation of freedom in thought. Freedom of thought is determined by the teacher. That is, teachers are a major milestone in supporting educational success. In Indonesia itself, the concept of Merdeka Belajar began when Nadiem Makarim was selected to be an education participant. The idea of this idea is based on the essence of freedom of thought to create a happy learning atmosphere without being burdened with the achievement of certain values or values (Sudaryanto, S., Widayati, W., & Amalia, R., 2020). In the current era of digitalization, technological developments affect the quality of education.

Where in every activity carried out both teachers and students cannot be separated from digital-based devices. The concept of Merdeka curriculum education integrates literacy abilities, knowledge, skills, skills, and attitudes as well as mastery of technology. Well, through this concept students are given freedom in thinking to maximize the knowledge that must be taken. The concept of the 21st-century curriculum requires students to be independent in gaining knowledge in both formal and non-formal education. The freedom applied in the 21st-century concept will provide opportunities for students to explore as much knowledge as possible.

One of the things that can be done is through literacy activities, talent development through skills, and positive things that support the development of each student. The concept of a Merdeka curriculum is naturally applied equally in Indonesian educational institutions today. In addition to influencing student development, this concept will also make it easier for teachers to implement innovative learning processes. The burden borne by teachers so far can be resolved through a Merdeka curriculum. In addition, the concept of a Merdeka curriculum will also be a solution in responding to educational challenges in the current era of digitalization. The concept of Merdeka Belajar is to return the national education system to the nature of the law so that schools are independent in interpreting their assessment of the core competencies of the curriculum (Sherly et al., 2021). Therefore, we as academics must be able to be at the forefront in driving the Merdeka curriculum in the realm of Indonesian education today. One of the things that can be done by academics today is to intensify literacy activities in the midst of a society that is able to develop knowledge, creativity, critical thinking skills, the ability to communicate well, and the ability to use technology-based devices.

3. Curriculum Structure of Merdeka Belajar

The curriculum structure is the organization of competencies, learning content, and learning load. The form of Merdeka curriculum

structure is extracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities. As stated in the Decree of the Minister of Education, Culture, Research, and Technology No. 162 of 2021 the basic framework of the curriculum consists of: a. Curriculum structure; b. Learning outcomes; and c. Principles of learning and assessment. In the Merdeka curriculum, every activity must produce a project (Rahayu, et al 2022).

4. Merdeka Belajar in the view of Ki Hadjar Dewantara and its relevance for the development of character education.

Education can be understood as a guideline in the life and growth and development of students, meaning guiding all the natural forces that exist in students to achieve the highest safety and happiness both as humans and as members of society. Ki Hadjar Dewantara's thoughts on Free Learning can be seen in his thoughts about education that teaches to achieve change and can be useful and encourage student development, namely community environmental education. Merdeka Belajar which is the idea of the Minister of Education and Culture is in line with the thoughts of Ki Hadjar Dewantara

Education must be held in Indonesia. The essence of freedom of learning, namely freedom of thought aimed at students and teachers, thus encouraging the formation of a free spirit character because students and teachers can explore knowledge from their environment, which students and teachers have been learning based on material from books or modules. This freedom of learning will encourage the formation of an attitude of concern for their environment because students learn directly in the field, thus encouraging themselves to become more confident, skilled, and adaptable to the community environment. This attitude is important to develop because to become someone who benefits their environment requires an attitude of care, skills, and adaptability wherever they are (Ainia, 2020).

Ki Hadjar Dewantara views education as a driver of student development, that is, education teaches to achieve change and benefit the surrounding environment. Merdeka Belajar is a form of implementation of values that shape the character of the nation starting from improving the education system and learning methods. It is hoped that Merdeka Belajar can provide better changes and benefit the environment.

5. Merdeka Belajar in the Perspective of John Dewey's School of Progressivism

From the presentation of the concept of the " Merdeka Belajar " policy launched by the Minister of Education and Culture Nadiem Makarim, there are parallels between the concept of Merdeka Belajar and the concept of education according to John Dewey's philosophy of progressivism, these two concepts emphasize the independence and flexibility of educational institutions in maximally exploring the abilities and potentials possessed by students who naturally have the ability and flexibility of various potentials.

Education is also responsible for nurturing students to be mature, courageous, independent, and self-employed. In this context, the most important thing is not to provide positive knowledge that is taken for granted to students, but how to teach students to have reasoning power. One of the efforts that can be done is to provide independence to students to be directly involved in the learning process and knowledge transfer. In this case, learners are considered the main subject, not just the object of an educational process (Mustaghfiroh, 2020).

The concept of Merdeka Belajar has the same direction and goals as John Dewey's concept of the educational philosophy of progressivism, both of which offer independence and flexibility to educational institutions to explore the potential of students to the maximum by adjusting the interests and talents of students with this, it is hoped that future education will be more advanced and of high quality in the future the ability to have a direct positive impact on the progress of the nation and state.

D. Important Stages of the Merdeka Belajar Policy

As we already know, Minister of Education and Culture Nadiem Makarim has launched a program that supports the process of independent student learning, namely Merdeka Belajar. As the name suggests, the Merdeka Belajar program is a program that strives for students' learning process independently or freely according to their interests and character. In this program, students and teachers are equally free to innovate to improve the quality of their learning.

According to (Saleh, 2020) to support the Merdeka Belajar policy and mobilize teachers, prepare three important stages:

First, build a technology-based education ecosystem. To improve the competence of these educators, it is important to prepare a quality education and technology ecosystem. A technology-supported education ecosystem is certainly very important to encourage the emergence of creativity, innovation, and driving character for educators.

Second, collaboration with cross parties. To fight together today, it is necessary to collaborate with as many parties as possible. In today's technological era, there are no collaborative opponents. We complement each other with each other's strengths and support each other with ideas and resources.

Third, the importance of data. Preparing the best human resources and infrastructure, to support government policies. The strategic work of the Ministry of Education and Culture Pusdatin is also pursued with careful planning and targeted application, to support the government's vision and mission in improving the quality of education.

E. Four Points of Merdeka Belajar Policy

In implementing government programs in the form of Merdeka Belajar during the Covid-19 pandemic. According to (Baro'ah, 2020) based on the

regulation of the Minister of Education and Culture, there are 4 (four) policy points that must be considered, namely:

1. The USBN National Standard School Examination (USBN) will be fully submitted to the school. Schools are given the freedom and flexibility to organize exams because they are organized by schools, so it is the duty of local governments through disbud to monitor and evaluate and ensure that the exams conducted by schools are quality tests. USBN will be replaced by school-organized assessments, which can be done in the form of written test exams or other more comprehensive forms of assessment such as portfolios and assignments (group assignments, or written works. So that teachers and schools are more independent in assessing learning outcomes.
2. National Examination (UN) With the abolition of UN, it is hoped that it will make students not experience the pressure of mental burden. The UN will be transformed into a minimum competency assessment and character survey. Simplification of Learning Implementation Plan (RPP). According to Nadiem Makarim, the RPP is only one page. Through simplifying administration, it is expected that teachers have more time to prepare and evaluate the learning process.

Character surveys are also used as indicators or benchmarks for schools to provide feedback for learning activities, especially in applying character values to students. So that later character values will be internalized into students which will automatically have an impact on student achievement and quality.

1. Simplification of Learning Implementation Plan (RPP).

A new policy related to the preparation of RPP has been issued by the minister of education as stated in Circular Number 14 of 2019 concerning the simplification of RPP. Unlike the previous which included more than ten components, the new RPP has simplified, namely only three core components in the RPP consisting of learning objectives, learning activity steps, and assessments or principles.

According to Nadiem Makarim, RPP is only made on one page. Through simplifying administration, it is expected that teachers have more time to prepare and evaluate the learning process.

2. In the admission of new learners (PPDB).

The zoning system is expanded (excluding the 3T area. Students who go through the affirmation and achievement path, are given more opportunities than the PPDB system. Local governments are empowered to determine final proportions and establish regional zoning. Equitable access and quality of education need to be accompanied by other initiatives from local governments, such as teacher redistribution to schools that lack teachers.

F. Component of Merdeka Belajar

The curriculum component is the scope of learning based on an idea or principle that will be the background or guide in developing a curriculum. According to (Shihab, 2020) the competence of Merdeka Belajar consists of 3 aspects: commitment, independence, and reflection. These three aspects are equally important, interrelated, strengthening, and run simultaneously according to the stage of development and maturity of students.

1. Aspects of commitment to goals. The commitment aspect means that learners are goal-oriented and achievement-oriented. Students are enthusiastic to continue to develop themselves in various fields. The commitment of a person who is free to learn is his perseverance on the way to a goal that is meaningful to him. Three important things foster a commitment to Merdeka Belajar:
 - a. Ability to understand learning objectives and the role of teachers in teaching.
 - b. The ability to focus attention, associated with the achievement of daily and long-term goals.
 - c. The ability to set priorities, even when goals seem conflicting or unrelated.

Here are some teaching practices that encourage freedom of learning:

- 1) Emphasize the importance of internal motivation in learning, do not use external rewards (rewards), such as grades or rankings as learning objectives.
- 2) Involve students in planning learning objectives by explaining the relevance of what they are learning to everyday life. The level of readiness of children and the agreed level of challenge are two things that must be considered.
- 3) Explain the benefits or purpose of the material that comes from the teacher/outside the child, by relating it to the interests of the wider community or society. This relationship does not have to be the same for every child because their interests and background knowledge are different.
- 4) Providing appropriate support and constructive criticism to the pupil shows that he is responsible ²² for his learning process. He succeeded because he worked hard, not because it was easy. He failed because his time management was not good, not because his schoolwork piled up. Specific and timely feedback becomes very important.
- 5) Design learning environments and assignments that provide increased challenges, in diverse situations inside and outside the classroom, and train students to deal with difficulties and mistakes as an integral part of the learning process.
- 6) Provide choices in various teaching and learning processes; For example, choosing and leading activities, choosing groups, choosing time, and other components. The choice is based on the one that best suits the learning objectives.
- 7) Provide students with the opportunity to engage in the authentic assessment process; This includes recording, assessing and communicating their learning achievements according to the learning objectives they set.

2. Aspects of independence.

The independence aspect means that students are able to set work priorities. Learners can determine the right way to work adaptively. Self-reliance is one of the 23 main goals of education. Therefore, no single educator should create dependency. Student independence and educator independence will also influence each other. Nine practices for building learning independence:

- a. Avoid talking to children who only help the child remember in the short term, until the test.
- b. Ask your child for information and communicate what they are going through. This construction of understanding will be beneficial throughout life.
- c. Understand the child's abilities, and provide learning challenges (tasks, exercises, projects, etc.). It's challenging, not too difficult, not too easy.
- d. Create meaningful successful experiences for your child that will build your child's confidence.
- e. Involve children in setting learning goals and encourage them to monitor their progress in achieving them.
- f. Communicate that mistakes are accepted, even addressed. Don't be afraid of being wrong!
- g. Give more feedback to children: give instructions, give time without intervention, and provide support, at the right time.
- h. Trust and rest assured that every child has learned to be independent of birth. The educator's job is to create an environment that supports that self-reliance.
- i. Develop a class routine and positive interactions between each child. Children's independence requires support from all parties in the classroom.

3. Reflection Aspect

The reflection aspect means that the learner evaluates himself against his strengths and limitations. Learners understand what needs to be

improved and how to do it. Students are able to assess their achievements and achievements. Reflection is one of the important dimensions for independent learners. Four practices cultivate the habit of reflection:

- a. Vary the questions in the learning process. The right questions are the main facilitators at the beginning and after learning. Questions serve as a link between one learning experience and another, between standard topics and engagements relevant to a child's life.
- b. Document learning processes and outcomes as a medium of reflection. Various forms of exercise such as daily journals, portfolios, wall magazines, and photo albums, accustom children to not just reflect verbally.
- c. Engage students in authentic assessment practices with ample room for self-assessment. The assessment process is one of the stages in the teaching and learning process that for some teachers is likely to involve students.
- d. Make time, including for unstructured activities. Reflection takes time; Many of us still think education ends when the task is completed. Reflection on learning methods and outcomes is an important part that does not waste time, it will help the follow-up process more effectively for both teachers and students.

G. Previous Related Studies

Some of the research results relevant to this study are as follows:

(Kurniawan, 2020) in his research entitled "Implementation of Merdeka Belajar Based on Student Teaching Gardens in English Language Learning Children's Class Institutions". This study presents an analysis of the implementation of the concept of independent learning based on the Ki Hadjar Dewantara system in children's English classes. To research and find out the teachers who applied Taman Siswa teaching-based self-learning in the classroom, structured interviews with 10 English teachers at the JET Centre were conducted intensively to obtain detailed and in-depth information related

to the issue. Then the data obtained and generated in this study are analyzed qualitatively. Based on the results of interviews with teachers, it was found that independent learning is based on an among system that has several criteria. All of this is done by teachers with various activities that differ from one teacher to another. From the data obtained, it can be concluded that freedom of learning is based on the system teachers have implemented well in the classroom in daily English learning

Afista, dkk (2020) their research entitled: "Analysis of Pai Teachers' Readiness in Welcoming the Merdeka Belajar Policy (Case Study at Mtsn 9 Madiun)". This study aimed to analyze:

1. Preparation of PAI teachers in facing the independent learning policy of the Minister of Education and Culture of the Republic of Indonesia regarding the Zoning of USBN, UN, RPP, and PPDB;
2. The condition of facilities to support learning in welcoming the independent learning policy. The results of this study show that: the readiness of pai teachers in facing the independent learning policy has high readiness in the preparation of concise RPP and low readiness in the implementation of AKM and character surveys as a substitute for UN Low in the implementation of AKM and character surveys as a substitute for UN in terms of cognitive, physical readiness, and psychological readiness;
3. The condition of learning support facilities at MTSN 9 Madiun in welcoming the Freedom of Learning policy has exceeded the minimum standards of the Minister of Education and Culture Number 24 of 2007 concerning Quality and met the criteria for good conditions in quality. Laboratory learning facilities have not been able to prepare and support the learning process outside of class hours (Afista et al 2020).

Rahmawati (2022) in her research entitled: "Analysis of Teacher Readiness in the Implementation of the Merdeka Curriculum in TK ABA V Gondangmanis Kudus". The purpose of this research is to find out the readiness of teachers in the implementation of the independent curriculum in PAUD in TK ABA V Gondangmanis Kudus. The research method used is

qualitative descriptive. Based on the process of data collection and analysis, it is known that from the six indicators proposed to determine the readiness of teachers, four indicators show a good level of readiness and understanding. The four indicators are understanding the characteristics and structure of the curriculum, the readiness of learning plans, the readiness of the learning process, and the readiness of infrastructure. While the other two indicators show a sufficient level of understanding and readiness. The two indicators are the readiness of modules/teaching materials and the readiness of learning assessment.

Febrianningsih & Ramadan (2023) their research entitled: “Teacher Readiness in the Implementation of the Independent Learning Curriculum in Elementary Schools”. The purpose of this research is to analyze teacher readiness in implementing the Merdeka Belajar Curriculum. The research method is a case study involving two teachers and a principal at the Merdeka Belajar curriculum implementing elementary school. This research was collected based on interviews, observations and documentation. Then it is analyzed through data collection, data reduction, data presentation and conclusion. The results of this study show that teacher readiness in implementing the independent learning curriculum in elementary schools is quite optimal. The obstacle factor for elementary school teachers in implementing the independent learning curriculum is the lack of understanding of the independent learning curriculum between teachers and parents. And the facilities and infrastructure are not adequate.

Sinomi, (2022). Intituled: “Teacher Preparation in Implementing the Merdeka Belajar Learning System”. In this Research examined teachers' preparations for implementing the Merdeka Belajar learning system at SD N Muara Pinang, Muara Pinang District, Empat Lawang Regency, South Sumatra Province. This type of research uses qualitative research using observational data collection techniques, interviews, and documentation. The subject of this study was a teacher at SD N Muara Pinang, Muara Pinang District, Empat Lawang Regency, South Sumatra Province. This research was

carried out to find out what are the preparations of teachers in the implementation of the Merdeka Belajar learning system at SD N Muara Pinang District Empat Lawang Regency South Sumatra Province, what the obstacles faced by teachers in implementing the Merdeka Belajar learning system at SD N Muara Pinang District Empat Lawang Regency South Sumatra Province.

Previous studies shown above have inspired researchers to investigate Teacher readiness in Implementing of the Merdeka Curriculum Learning System in Secondary Schools. The difference with previous studies, researchers focused on what readiness were carried out by teachers in implementing the Merdeka Curriculum learning system in Middle Schools, namely SMA Negeri 2 Simpang Hilir which was the location where the researchers conducted research. The results of this study will show the readiness made by teachers in implementing the Merdeka curriculum. In addition, this study was conducted based on the limitations of previous research, namely to explore wider information about teacher readiness in implementing the Merdeka curriculum and teacher readiness especially English subject teachers at SMA Negeri 2 Simpang Hilir. From the findings of this study, it is expected to be a reference for schools to fix existing problems. The subjects used in this study were teachers at SMA Negeri 2 Simpang Hilir, namely the Head Master, English Language Teacher, and Vice Principal for Curriculum.

From the explanation above, this study aims to describe what readiness are carried out by teachers in the application of the Merdeka Curriculum learning system at SMA Negeri 2 Simpang Hilir. This research is expected to be useful as evaluation material and can be used as a reference plan by teachers in readiness that must be carried out in the implementation of the Merdeka Curriculum learning system in schools. This is the background of the researcher analyzing what were readiness made by teachers in implementing the Merdeka curriculum at SMA Negeri 2 Simpang Hilir.