

## **Analysis of the Potential and Readiness of Schools in the Implementation of the Independent Curriculum**

Pujiati<sup>1\*</sup>, Nurdin<sup>2</sup>, Rahmawati<sup>3</sup>, Riyan Yuliyanto<sup>4</sup>

<sup>1,2,3,4</sup>Universitas Lampung, Indonesia

\*e-mail: [pujiati@fkip.unila.ac.id](mailto:pujiati@fkip.unila.ac.id)

### **ABSTRACT**

*Curriculum reform is a strategic effort to improve the quality of education and the readiness of human resources, and its success depends on its implementation at the classroom level. This study aims to analyze the institutional potential and preparedness of educational units to implement the Independent Curriculum in Lampung Province. The research uses a quantitative descriptive approach with a survey method, involving 55 teachers and 66 students from 11 Senior High Schools (SHS). Data were collected through questionnaires supported by observations and interviews. The research results show that schools have high potential in terms of input and pedagogical readiness, including teacher competence, mastery of differentiated learning, support from the school ecosystem, implementation of the Pancasila Student Profile Strengthening Project, and adequate facilities. However, the implementation's effectiveness is still hindered by structural constraints, particularly the high administrative burden and limited teacher time management. Therefore, institutional strengthening is needed through collaborative socio-pedagogical strategies, such as peer mentoring and transforming MGMP into an active and sustainable learning community.*

### **Keywords:**

School Potential; School Readiness; Curriculum Implementation; Independent Curriculum.

### **ABSTRAK**

*Reformasi kurikulum merupakan upaya strategis untuk meningkatkan kualitas pendidikan dan kesiapan sumber daya manusia, dan keberhasilannya bergantung pada implementasinya di tingkat kelas. Penelitian ini bertujuan untuk menganalisis potensi kelembagaan dan*

*kesiapan satuan pendidikan dalam mengimplementasikan Kurikulum Independen di Provinsi Lampung. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan metode survei, melibatkan 55 guru dan 66 siswa dari 11 SMA. Data dikumpulkan melalui kuesioner yang didukung oleh observasi dan wawancara. Hasil penelitian menunjukkan bahwa sekolah-sekolah memiliki potensi tinggi dalam hal masukan dan kesiapan pedagogis, termasuk kompetensi guru, penguasaan pembelajaran diferensiasi, dukungan dari ekosistem sekolah, implementasi Proyek Penguatan Profil Siswa Pancasila, dan fasilitas yang memadai. Namun, efektivitas implementasinya masih terhambat oleh kendala struktural, khususnya beban administrasi yang tinggi dan manajemen waktu guru yang terbatas. Oleh karena itu, penguatan kelembagaan diperlukan melalui strategi sosial-pedagogis kolaboratif, seperti mentoring sebaya dan transformasi MGMP menjadi komunitas pembelajaran yang aktif dan berkelanjutan.*

**Kata kunci:**

Potensi Sekolah; Kesiapan Sekolah; Pelaksanaan Kurikulum; Kurikulum Merdeka.

## 1. Introduction

Policy changes in the education system are demands that must be made to improve the quality of human resources in a nation. The curriculum, with all its changes, certainly cannot be separated from the world of education. A good education will create a good mindset, attitude, and character for its people (Suryanto, Saliman, & Sudrajat, 2023). If the quality of graduates is good, it can be predicted that the quality of teaching and learning activities, student input, educator competence, infrastructure, fund management, management, and environment are adequate (Asiyai, 2022). The role of the curriculum in teaching and learning activities, student input, and educator competence is to provide direction for achieving certain educational goals (Ruaya et al., 2022; Asiyai, 2022).

Education functions not only as a driver of national progress but also as a socio-cultural mechanism that shapes citizens' capacities to participate in an increasingly complex world (Khairunnisa, Fauzi, & Qurtubi, 2023). Curriculum reform remains a central policy instrument for improving the quality of education and strengthening human resource competitiveness in response to rapid social, economic, and technological change (Luo, 2023; Halimah et al., 2025). In Indonesia, curriculum transformation has been pursued continuously to address persistent challenges in learning quality, equity, and relevance. Despite sustained reform efforts, national and international assessment results indicate that educational outcomes remain uneven across regions and schools, reflecting structural disparities in school capacity, teacher readiness, and institutional support systems (Azzizah, 2015; Kusumawati et al., 2025). These conditions highlight that curriculum reform is not merely a matter of policy design but, fundamentally, a problem of implementation shaped by institutional readiness and contextual constraints.

In Indonesia, the introduction of the Independent Curriculum represents a paradigm shift toward competency-based, flexible, and student-centered learning aimed at strengthening 21st-century skills

(Kemendikbudristek, 2024). Rather than merely offering structural change, this curriculum is theoretically significant because it embodies contemporary learning theories emphasizing autonomy, differentiated instruction, and meaningful learning experiences (Zahro et al., 2024; Zafa et al., 2024). Socially, it seeks to reduce learning loss, address inequality, and enhance student agency (Halimah et al., 2025) issues that have become more pressing in the post-pandemic context. However, the transition reveals a persistent implementation gap: schools often struggle to operationalize the curriculum due to limited professional capacity, uneven resource distribution, and weak institutional support systems. These challenges indicate that curriculum reform is not only a technical endeavor but also a socio-organizational process shaped by teacher beliefs, school culture, and systemic readiness (Kause, Nubatonis, Faot, & Santos, 2025). Thus, analyzing the dynamics of Independent Curriculum implementation is essential for understanding the broader tensions between educational policy, pedagogical practice, and social equity.

The Independent Curriculum offers great potential to improve the quality of education through a more adaptive, student-centered approach, and its success largely depends on schools' readiness and capacity to implement it effectively. The main assumption of independent learning is to give teachers trust so they feel free to carry out the learning process (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022). Independent learning is the freedom to think, and the essence of this freedom must first exist in teachers (Alfaruki, 2022). Implementing the independent learning policy strengthens teachers' potential for learning. The concept of independent learning reduces the burden on teachers caught up in educational administration, relieving them of the pressure to politicize education and to assess student learning outcomes more freely (Yamin & Syahrir, 2020). Data from various reports indicate that gaps in implementation readiness can lead to disparities in educational quality between regions and among schools (García & Weiss, 2017). Therefore, this research is crucial for systematically mapping schools' potential and readiness to implement the Independent Curriculum, so that the analysis results can serve as a basis for formulating policies and more targeted intervention programs to ensure optimal implementation across all educational institutions.

Although many previous studies have reviewed various aspects of curriculum implementation and education reform, including challenges in teacher training (Darling-Hammond et al., 2017; Karakuş, 2021), the availability of facilities and infrastructure (Glewwe & Muralidharan, 2016), and impact evaluation (Pritchett, 2015). There is a significant gap in the literature for a comprehensive analysis of schools' potential and initial readiness before implementing a new curriculum. Previous studies tended to evaluate results after implementation or identify common issues that arose in the field (Rahayu et al., 2022; Ndari et al., 2023), not on the in-depth mapping of pre-implementation conditions. This gap is crucial given the importance of the readiness phase in determining the success of adaptation and adoption of new curricula, such as the Independent Curriculum (Wardani & Kiptiyah, 2024; Sibuea et al., 2023; Piliano et al., 2023). Without such mapping, policy interventions risk being generic and insufficiently responsive to local contexts.

This study deliberately focuses on Lampung Province as the research location because it represents the diversity of education across Indonesia's regions. Lampung includes urban, semi-urban, and rural districts with varying levels of school resources, teacher distribution, and students' socio-economic backgrounds. According to data from the Badan Standar, Kurikulum dan Asesmen

Pendidikan (2025), 518 out of 534 (or 97%) of high schools in Lampung Province have already implemented the independent curriculum. However, despite many Senior High Schools in Lampung formally adopting the Merdeka Curriculum, based on preliminary studies conducted, teachers still face challenges related to administrative workload, time management, and uneven institutional support. This situation makes Lampung a strategic context for examining how the potential and readiness of schools interact during the implementation of curriculum reform.

Based on field study results, the implementation of the Independent Curriculum in Lampung Province continues to face obstacles. Various influencing factors include teachers, students, parental support, the availability of facilities and infrastructure, and the budget available. Therefore, this research aims to fill this gap by specifically analyzing schools' potential and readiness for implementing the Independent Curriculum and identifying obstacles and alternative solutions to its organization.

## 2. Methods

### 2.1. Research Design

The method used in this study is a descriptive-quantitative research design with a survey approach (Sugiyono, 2022). This design was selected to systematically map and describe the potential and readiness of high schools in Lampung Province concerning the implementation of the Independent Curriculum.

### 2.2 Population and Sample

The population in this study comprises all high schools in Lampung Province that have implemented the Independent Curriculum. The school sample was selected randomly to meet research data needs and to ensure district- and city-level representation. The total sample consisted of 11 high schools across various districts/cities. The respondents in this research included 55 teachers and 66 students from the sampled schools, for a total of 121. The distribution of the school samples is presented in Table 1.

**Table 1.** Research Sample

District/City	School Name	Number of Samples	
		Teacher	Student
Bandar Lampung	SMAN 9 Bandar Lampung	5	6
	SMAN 15 Bandar Lampung	5	6
Pesawaran	SMAN 1 Gedong Tataan	5	6
	SMAN 1 Waylima	5	6
Pringewu	SMAN 2 Pringsewu	5	6
Tulang Bawang Barat	SMAN 1 Tumijajar	5	6
Lampung Tengah	SMAN 1 Terbanggi Besar	5	6
Lampung Selatan	SMAN 1 Natar	5	6
	SMAN 1 Jati Agung	5	6
Mesuji	SMAN 1 Tanjungraya	5	6
Lampung Barat	SMAN 1 Liwa	5	6

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Total	55	66
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Source: Primary Data (2024)

### 2.3 Instruments

The main instrument used for data collection was a questionnaire. Evaluation experts and linguists validated the questionnaire instrument to ensure its feasibility. A limited pilot test was also conducted on several respondents in Lampung Province. The instrument validity test results showed an rcount value greater than the table value (0.334), indicating that all items are valid for use.

### 2.4 Data Collection Procedure

Data was primarily collected through the distribution of questionnaires to the sampled teachers and students. Observations and interviews supplemented this process, providing deeper, supporting qualitative information on the implementation of the Independent Curriculum in the schools.

### 2.5 Data Analysis Techniques

Since this is a descriptive quantitative study, the collected questionnaire data were analyzed using descriptive statistics. The analysis involved calculating the percentage distribution for each indicator of potential and readiness (teacher human resource quality, facilities and infrastructure, academic achievement, teacher readiness, student readiness, academic atmosphere, co-curricular/intracurricular, P5 implementation, and differentiated learning). This percentage is then used to categorize the findings into three categories (good, enough, and less).

## 3. Results and Discussion

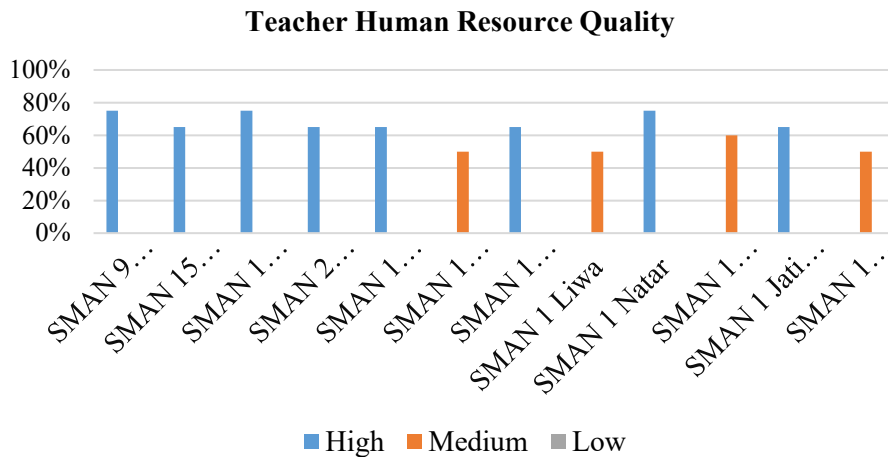
Senior High Schools in Lampung Province have potential in various aspects. Among the potentials of SHS are human resources, including teachers and students; facilities and infrastructure; strategic locations; financial resources; and achievements and academic atmosphere. According to the research results, several schools included as samples have excellent potential. This excellent potential encompasses various aspects, including human resources, school location, infrastructure, financial resources, achievements, and academic atmosphere. The optimization of potential in schools is also diverse and categorized as good.

The following are the results of research on several indicators of school potential and readiness, including the quality of teacher human resources, facilities, and infrastructure, school achievement, teacher readiness, student readiness, and academic atmosphere.

### 3.1 Teacher Human Resource Quality

Referring to the study's results, the data on the quality of senior high school teacher resources in Lampung province indicate that 61% falls into the high category. Teachers in Lampung province have Bachelor's and Master's degrees, an educator certificate, and strong soft skills, including proficiency in science and technology, mastery of various languages, and an understanding of each

student's characteristics. The following diagram shows the percentage of the quality of human resources of high school teachers in Lampung Province who were recorded as sample data in the study:

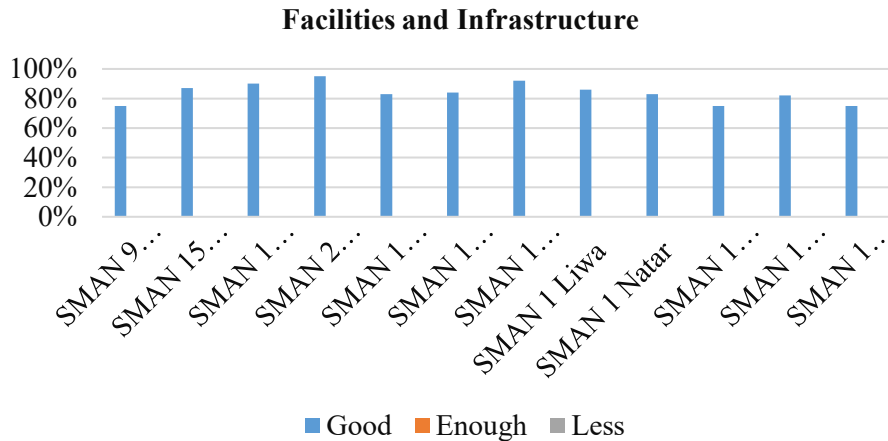


**Picture 1.** Percentage Diagram of Human Resource Quality of High School Teachers in Lampung Province

The data presented in Picture 1 illustrates the competency levels of high school teachers in Lampung Province. The results indicate that a significant majority, specifically 61%, of the teachers are categorized as having a high quality of human resources. This high categorization is underpinned by indicators such as advanced academic qualifications (holding Bachelor's and Master's degrees), professional certification, and qualified soft skills, including proficiency in science and technology, mastery of various languages, and attention to individual student characteristics. This finding suggests a strong foundational capacity among the teaching staff to navigate the demands of the Independent Curriculum.

### 3.2 Facilities and Infrastructure

Based on the research conducted, the data indicate that the facilities and infrastructure of senior high schools in Lampung province are 84% in the good category. Schools in Lampung province have adequate facilities and infrastructure. Facilities owned by schools include package books, E-Books, projectors/LCD/LED, blackboards, stationery, study tables, study chairs, internet access/Wi-Fi, sports equipment, laboratories, computers/laptops, and subscription journals. Meanwhile, the infrastructure owned by schools in Lampung province includes classrooms, libraries, science laboratories, multimedia laboratories, computer laboratories, art rooms, worship rooms, counseling rooms, school cooperatives, UKS, and toilets. The following is a diagram of the percentage of facilities and infrastructure of several high schools in Lampung Province that were recorded as research samples:

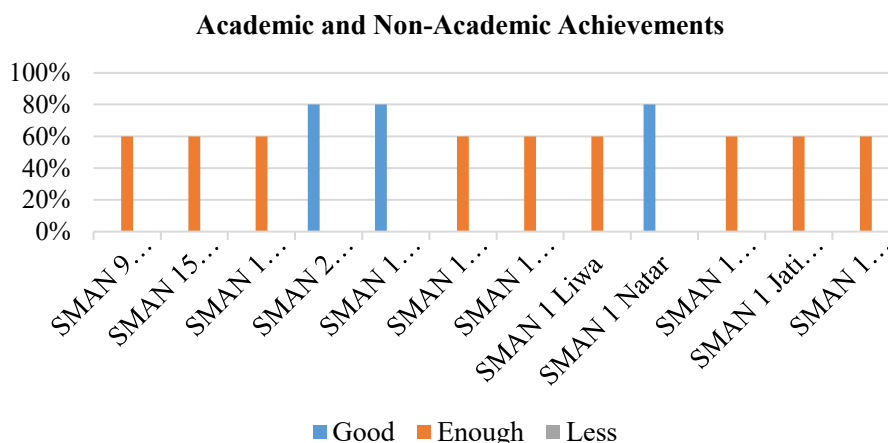


**Picture 2.** Diagram of The Percentage of Facilities and Infrastructure Available at SMA Lampung Province

Picture 2 demonstrates the availability and adequacy of facilities and infrastructure across the sampled high schools in Lampung Province. The analysis reveals that 84% of schools fall into the good category for facilities and infrastructure. The presence of adequate resources encompasses both physical facilities, such as classrooms, libraries, and various laboratories (science, multimedia, computer), and learning support resources, including package books, e-books, projectors, internet access/Wi-Fi, and subscription journals. This strong institutional support is a critical potential factor for the effective operationalization of the Independent Curriculum.

### 3.3 Academic Achievement

According to the research results, 70% of the academic and non-academic achievements of senior high schools in Lampung province were in the good category. Teachers and students have several achievements, both academic and non-academic. Teachers' achievements include producing outstanding students, winning education competitions, publishing textbooks and scientific journals, developing innovations, and receiving awards. Meanwhile, student achievements include the Olympics, sports/athletics, and the arts. The following diagram shows the percentage of achievements obtained by several high schools in Lampung Province that were recorded as samples in the study:

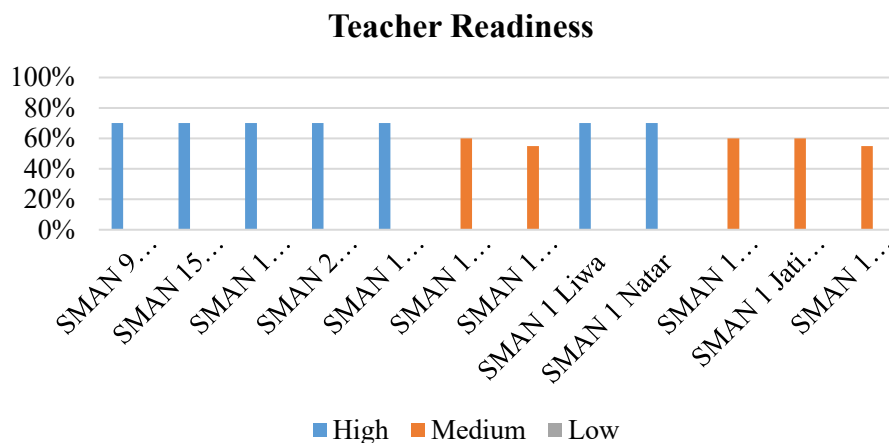


**Picture 3.** Diagram of the presentation percentage obtained by senior high schools in Lampung Province

Picture 3 visually depicts the academic and non-academic achievements of high schools in Lampung Province. The findings show that 70% of the schools are classified in the good category for overall achievement. This success is evidenced by teachers producing accomplished students, winning educational competitions, creating scholarly works, and receiving awards. Correspondingly, students achieve in domains such as the Olympics, sports/athletics, and the arts. These indicators reflect a vibrant, competitive academic atmosphere, suggesting a high standard of quality that should support the aims of the Independent Curriculum.

### 3.4 Teacher Readiness

Based on the study's results, 70% of high school teachers' readiness in Lampung province was in the high category. Teachers in Lampung province have readiness to implement the independent curriculum. This can be seen in teachers who have participated in training/IHT/seminars, or in comparative studies, and can compile their own learning modules. The following is a diagram of the percentage of teacher readiness in several high schools in Lampung Province in implementing the independent curriculum, recorded as samples in the study:



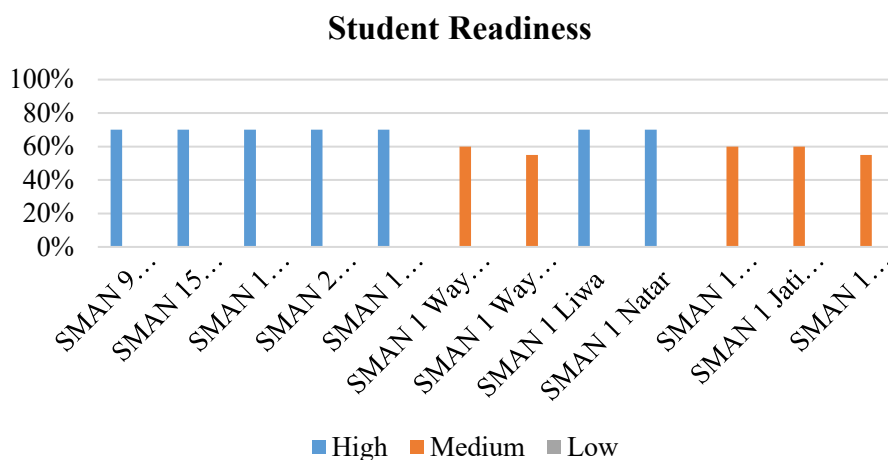
**Picture 4.** Diagram of the Percentage of Readiness of High School Teachers in Lampung Province in Implementing the Independent Curriculum

The data in Picture 4 focus on the preparedness of high school teachers in Lampung Province for implementing the Independent Curriculum. The results clearly show that 70% of the teachers are in the high readiness category. This high level of readiness is primarily attributed to teachers' active participation in various competency-building activities, such as training sessions, In-House Training (IHT), seminars, or comparative studies. Furthermore, a key readiness indicator is the teachers' demonstrated ability to independently compile their own learning modules, a prerequisite for the curriculum's flexible approach.

### 3.5 Student Readiness

Based on the research conducted, 64% of high school students' readiness in Lampung province falls in the high category. Students in Lampung province have readiness to implement the independent curriculum. This is evident in students' enthusiasm for learning.

The following is a diagram of the percentage of student readiness in several high schools in Lampung Province in implementing the independent curriculum, which was recorded as a sample in the study:



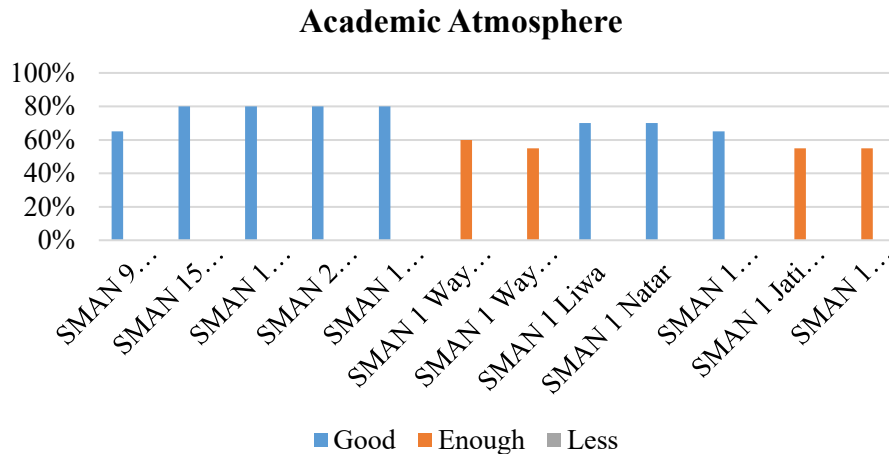
**Picture 5.** Diagram of the Percentage of Readiness of High School Students in Lampung Province in Implementing the Independent Curriculum

Picture 5 presents the quantitative assessment of high school students' readiness to engage with the Independent Curriculum in Lampung Province. The analysis indicates that 64% of students are in the high-readiness category. This student readiness is principally observed through their high enthusiasm and active participation in the learning process. Students' positive attitude and motivation are a crucial component of the school's potential, ensuring the curriculum's student-centered approach can be successfully adopted.

### 3.6 Academic Atmosphere

Based on the research results, the academic atmosphere of high schools in Lampung province is 65% in the good category. Schools in Lampung province have a pleasant academic atmosphere such as always holding environmental campaigns through posters/pictures with the theme of environmental awareness, community service in the school environment regularly, there is an arrangement of environmental spaces/zones in schools and surrounding areas, structuring space both classrooms, offices, libraries, etc., the availability of facilities and infrastructure for independent environmental management both in classrooms, offices, libraries, laboratories, and holding environmental work camps.

The following diagram shows the percentage of academic atmosphere in several high schools in Lampung Province that were recorded as samples in the study:



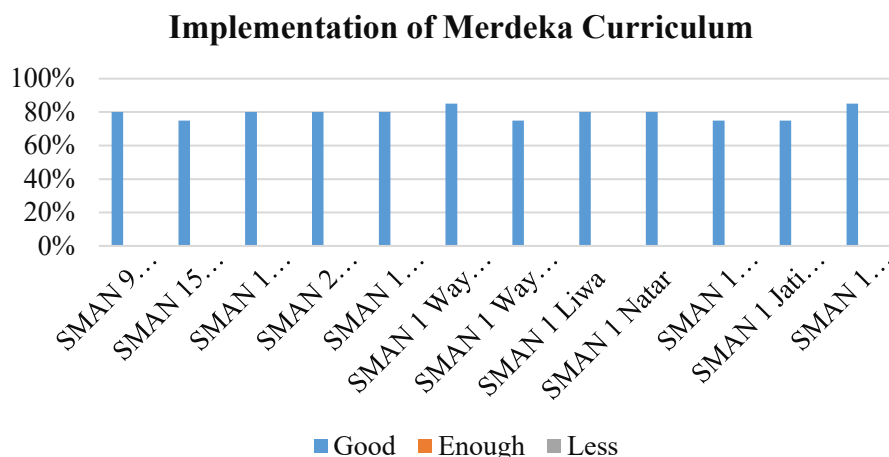
**Picture 6.** Percentage Diagram of High School Academic Atmosphere in Lampung Province

Picture 6 illustrates the quality of the academic atmosphere prevailing in high schools across Lampung Province. The data indicate that 65% of the schools maintain an academic atmosphere rated good. This conducive environment is characterized by the regular promotion of environmental awareness through campaigns and community service, meticulous spatial organization of learning areas (classrooms, offices, libraries), and the presence of necessary infrastructure to facilitate independent environmental management. Such a pleasant, organized environment is expected to reinforce the progressive pedagogical requirements of the Independent Curriculum.

### 3.7 Co-curricular/Intracurricular

According to the study, 79% of the co-curricular/intracurricular activities in senior high schools in Lampung province were in the good category. Good co-curricular/intracurricular can support the implementation of the independent curriculum in schools. The co-curricular activities in schools in Lampung province include discussions, presentations, national insight, group projects, independent assignments, ceremonies every Monday, morning exercises, sports, and class pickets. Meanwhile, intracurricular activities in Lampung provincial schools include tahfiz, scouts, arts (theatre, music, dance, etc.), PMR, Marching Band, choir, Olympics, swimming, athletics, Youth Scientific Work, and others.

The following is a diagram of the percentage of co-curricular/intracurricular activities in implementing the independent curriculum in several high schools in Lampung Province that were recorded as samples in the study:



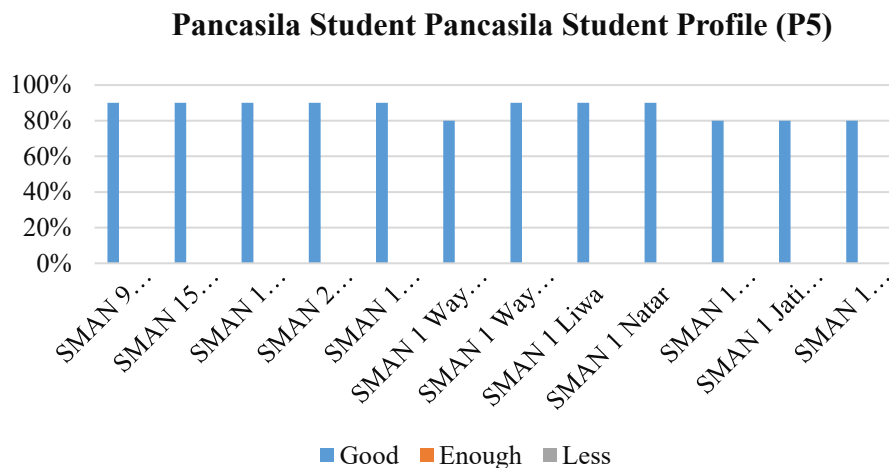
**Picture 7.** Diagram of Co-Curricular/Intracurricular Presentation in Implementing the Independent Curriculum of High School in Lampung Province

Picture 7 details the quality and prevalence of co-curricular and extracurricular activities that support the implementation of the Independent Curriculum. A finding is that 79% of the high schools are rated in the good category for their co-curricular/intracurricular offerings. Co-curricular activities include participatory methods like discussions, group projects, and presentations, while extracurricular activities encompass spiritual (Tahfiz), organizational (Scouts, PMR), artistic, and athletic programs. The robust nature of these programs is instrumental in providing holistic, supplementary learning experiences that are essential to the new curriculum.

### 3.8 Pancasila Student Profile Strengthening Project (P5)

Based on the research results, the data from the Pancasila Student Profile Strengthening Project in Senior High Schools in Lampung province indicate that 87% of the data falls into the good category. A good project to strengthen the profile of Pancasila students can support the implementation of an independent curriculum in schools. Projects to strengthen the profile of Pancasila students in Senior High Schools in Lampung province include praying before and after class learning, applying rules of polite and courteous behaviour, implementing habits of respect for each culture, instilling a sense of responsibility and social spirit, preserving a culture of cooperation and caring for others and the environment, practicing being an independent person, training a person who thinks critically and creatively, and teachers applying a reward and punishment system in learning.

The following is a diagram of the percentage of projects to strengthen the profile of Pancasila students in implementing the independent curriculum in several high schools in Lampung Province, which were recorded as samples in the study:



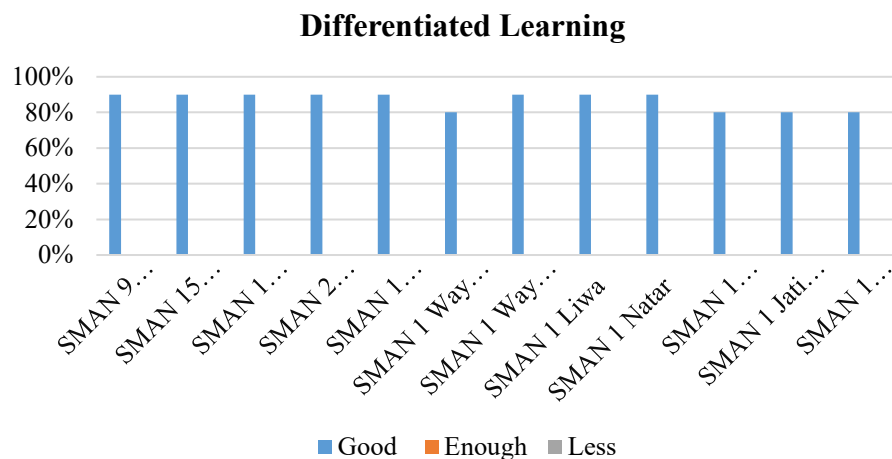
**Picture 8.** Project Presentation Diagram of Strengthening the Profile of Pancasila Students in Implementing the Independent Curriculum of High School in Lampung Province

Picture 8 quantifies the implementation success of the P5, a core component of the Independent Curriculum. The data shows that 87% of the schools are performing at a good category level in executing the P5. This high adherence is demonstrated through the consistent application of behavioral and value-based practices, including spiritual discipline, polite behavior, respect for culture, instilling responsibility and cooperation, promoting independence, and training in critical and creative thinking, often reinforced by a reward-and-punishment system. A robust P5 implementation significantly supports the curriculum's holistic goals for character development.

### 3.9 Differentiated Learning

According to the research, 87% of the data on differentiated learning in senior high schools in Lampung province were in the good category. Good differentiated learning can support the implementation of an independent curriculum in high schools in Lampung province, as seen from teachers who have provided differentiated learning facilities.

The following is a diagram of the percentage of differentiated learning in implementing the independent curriculum in several high schools in Lampung Province, which were recorded as samples in the study:



**Picture 9.** Diagram of the Percentage of Differentiated Learning in Implementing the Independent Curriculum of High School in Lampung Province

Picture 9 provides a quantitative measure of the implementation of differentiated learning practices in Lampung Province's high schools. The findings indicate high adoption, with 87% of the differentiated learning data falling into the good category. This success is evidenced by teachers actively providing and utilizing differentiated learning facilities and resources. The high percentage confirms the schools' capacity to address diverse learning needs and variations in student abilities, a fundamental pedagogical requirement for the successful implementation of the student-centered Independent Curriculum.

### 3.10 Analysis of Implementation Potential and Readiness in Lampung Province

The quantitative findings across the nine indicators reveal a consistent trend of high potential and readiness among high schools in Lampung Province for implementing the Independent Curriculum. The data demonstrates a strong synergy between the input resources and the output readiness for curriculum execution. The high quality of teacher human resources aligns logically with the high teacher readiness (Pribudhiana, Bin Don, & Bin Yusof, 2021). Teachers with adequate academic qualifications, professional certification, and soft skills (like technology use and attention to student characteristics) are inherently more prepared and capable of adapting to the flexibility and demands of the new curriculum (Varadinov & Cardoso, 2024), such as compiling their own learning modules. This reinforces the idea that teacher competence is central to providing direction for achieving educational goals. The presence of good facilities and infrastructure provides a solid foundation for modern pedagogical methods. Adequate facilities and infrastructure make it easier to implement P5 and differentiated learning. Project-based learning and the use of technology in differentiated learning heavily depend on the availability of laboratories, internet access, and dedicated learning spaces. Next, the good academic atmosphere and good co-curricular/intracurricular create a conducive ecosystem (Garwe, 2019; Nurdalia, 2025). This supportive environment, characterized by environmental awareness campaigns and collaborative activities, directly fosters student engagement (Zitha et al., 2023). This, in turn, contributes to high Student Readiness, as reflected in students' enthusiasm for learning.

So, it can be seen that the potential and readiness of schools have a very important relationship in the successful implementation of the Independent Curriculum. School potential, which includes human resources (teachers and staff), infrastructure, and support from the surrounding environment, determines how the Independent Curriculum can be implemented optimally (Jenita et al., 2022; Nurisman et al., 2023). Schools that have strong potential, both in terms of teacher competence and facilities, will be better prepared to face the challenges posed by the Independent Curriculum (Jenita et al., 2022). This readiness includes teachers' ability to adapt to change, flexibility in preparing the local curriculum, and the ability to utilize technology and new learning methods, such as project-based learning.

However, readiness alone is not enough without adequate potential. If schools have limited potential, for example, due to a shortage of qualified educators or unsupportive infrastructure, the implementation of the Independent Curriculum may be hampered. Therefore, a synergy between increasing schools' potential and readiness, including policy support and continuous educator training, is needed to ensure the effective implementation of the Independent Curriculum and a positive impact on students. Overall, school potential and readiness are two key elements that support one another in determining the extent to which the Independent Curriculum can be successfully implemented.

The research findings are in accordance with the opinions of several previous studies, conducted by Jannati et al. (2023), which states that schools are free to develop their curricula according to the potential of the school and its surrounding area. The school's strong potential will facilitate the preparation of the independent curriculum. According to Kusumawati et al. (2025), implementing an independent curriculum requires training in creating better programs.

According to Lestari et al. (2024) stated that a positive commitment in preparing to carry out continuous self-learning is an important part of supporting the successful implementation of the Independent Curriculum. School readiness is key in supporting the effective implementation of the Independent Curriculum in schools. Sholihah et al. (2023) state that teachers must have good readiness to implement the independent curriculum, and that institutions or teachers must be ready so that, in the implementation of curriculum planning activities, a learning process will be carried out in the classroom.

### *3.11 The Role of the School Ecosystem and Teacher Contributions in Implementation Success*

The analysis of school potential and readiness in Lampung Province reveals that the successful implementation of the Independent Curriculum hinges on the active interplay among the internal school ecosystem, external community support, and teachers' intrinsic contributions. The high performance in the P5 and the good academic atmosphere serve as critical indicators of socially aligned learning and robust community support. P5 acts as the curriculum's vehicle for developing socio-emotional and character competencies, transcending conventional academic measurement (Prasetyarini, Anif, Harsono, Narimo, & Nugroho, 2025). The high implementation rate, demonstrated through instilling cooperation, responsibility, and spiritual discipline, signifies that

schools have successfully mobilized community values to support curriculum goals (Suryanto et al., 2023). This finding aligns with the concept that a positive school climate, often reinforced by environmental campaigns and community service, strengthens the collective efficacy of the school (Nurdalia, 2025). The supportive ecosystem ensures that the educational process is not confined to the classroom but is integrated with the socio-cultural context, thereby maximizing the curriculum's potential to produce holistic graduates. Furthermore, the robust co-curricular and extracurricular activities provide essential platforms for participatory learning, which are fundamentally "socially centered" and necessary for the curriculum's flexible approach (Zafa et al., 2024).

The pivotal factor in translating high potential into effective implementation is the teacher's professional contribution and readiness. The research results show that 70% of teachers are in the high readiness category, supported by a high-quality human resource base. This readiness is evidenced by teachers' active participation in continuous professional development and their capacity to design learning modules independently. This level of intrinsic motivation and competence is crucial, as the Independent Curriculum demands that teachers shift from content delivery to becoming facilitators of learning, a role that requires strong soft skills and adaptability (Alfaruki, 2022; Varadinov & Cardoso, 2024). The high mastery of differentiated learning further highlights the teacher's contribution (Sibuea et al., 2023), demonstrating the ability to address variations in student ability a common implementation challenge by tailoring content and resources (Halimah et al., 2025). This confirms that teacher competence and their commitment to continuous self-learning are the primary determinants in overcoming pedagogical complexities inherent in the new curriculum (Kusumawati et al., 2025; Ruaya et al., 2022).

Despite the high readiness scores, a critical gap persists: the prevalence of systemic constraints, particularly in time management and the heavy administrative burden teachers face. This paradox indicates that while teachers possess the competence and will to implement the curriculum, the systemic organization hinders optimal performance. The required mastery of complex learning models and the implementation of differentiated instruction, while rated highly, are perpetually challenged by resource constraints (budget for training) and work overload (Ndari et al., 2023). This situation necessitates policy intervention focused on providing structural relief and targeted support. Therefore, the work environment needs to be organized as efficiently as possible so that teachers have more time to create creative learning modules and to interact personally with students. This effort helps maximize the quality of the human resources available at the school while also ensuring that the learning process runs more practically and sustainably (Glewwe & Muralidharan, 2016). Ultimately, the effectiveness of the Independent Curriculum in Lampung Province will be measured by the successful transformation of these high readiness scores into mitigated workload and sustained, deep pedagogical practice (Wardani & Kiptiyah, 2024).

### *3.12 Systemic Constraints and Social-Pedagogical Strategies for Mitigation*

Implementing the Independent Curriculum presents its own challenges for teachers. They are required to: (a) Adapt to change: The Independent Curriculum offers high flexibility, so teachers need to continue to learn and adapt to changes, (b) Mastering various learning methods: Teachers need to master various active learning methods, such as project-based learning, problem-based learning, and

cooperative learning, and (c) Develop digital skills: The use of technology in learning is increasingly important, so teachers need to improve their digital skills.

While the high readiness of teachers in Lampung Province is evident, its operational sustainability is profoundly challenged by systemic constraints, necessitating a strategic focus on collaborative, social-pedagogical solutions to bridge the gap between teacher potential and practical outcomes. The primary challenge lies in the conflict between the sophisticated pedagogical demands of the Independent Curriculum (Hanepi & Suharta, 2024), such as the implementation of differentiated learning, and the persistent issues of heavy administrative burden and time management faced by educators (Zahro et al., 2024; Ndari et al., 2023). This structural friction impedes the conversion of high intrinsic teacher motivation into creative module development and personalized student interaction (Glewwe & Muralidharan, 2016; Halimah et al., 2025). Therefore, policy intervention is fundamentally required to provide systemic relief, focusing on allocating adequate non-teaching time for professional preparation and collaborative planning, establishing the necessary foundation for social techniques to flourish.

To specifically address pedagogical constraints (mastering complex learning models) and digital skill gaps, three collaborative strategies, rooted in social learning theory, must be institutionalized. Firstly, peer mentoring should be a formalized pairing of highly competent teachers with their peers for structured coaching. This ensures that mastery of complex teaching techniques is practical and contextualized, mitigating administrative workload by facilitating the sharing of locally developed learning modules (Darling-Hammond et al., 2017). Secondly, existing school forums, such as the Subject Teacher Deliberation (MGMP), must be transformed into proactive Learning Communities. School communities need to shift from merely being administrative forums to professional spaces that are truly used for technical and hands-on social practices. These activities can include group discussions about using digital tools, sharing experiences, and collaboratively solving technology integration problems. This step helps build confidence and collective capabilities while turning individual challenges into shared learning opportunities (Sholihah et al., 2023). In addition, schools need to implement Interactive Social Techniques, which are learning methods that are more active than regular workshops for example, through study circles, 'show and tell' sessions, and collaborative reflection so that teachers' digital adaptation and skills can improve more rapidly (Lestari et al., 2024). Its regular program can take the form of Teacher Technology Sharing Sessions focused on specific digital platforms. This approach ensures that teachers' strong commitment is genuinely translated into sustainable, high-quality, and adaptable learning practices, enabling the goals of the Independent Curriculum to be achieved.

#### **4. Conclusion**

This study examined the institutional potential and readiness of senior high schools in Lampung Province to implement the Independent Curriculum, with emphasis on alignment between curriculum intent and school-level operational capacity. The findings demonstrate that participating schools generally possess strong foundational inputs, including adequate teacher competence, readiness to apply differentiated learning, and supportive learning ecosystems reinforced by the integration of the

Pancasila Student Profile Project. These strengths indicate that, at the pedagogical and resource levels, schools exhibit substantial potential to operationalize the principles of the Independent Curriculum and to foster more flexible, student-centered learning practices.

The study further reveals that systemic challenges, particularly excessive administrative workloads and limited time-management flexibility for teachers, continue to hinder adaptive pedagogical practices and weaken the sustainability of curriculum implementation. These findings underscore that successful curriculum reform extends beyond teacher competence and infrastructure, requiring institutional arrangements that enable collaborative professional practice and pedagogical focus. Consequently, the institutionalization of socio-pedagogical strategies, such as structured peer mentoring and the transformation of subject-teacher forums (MGMP) into active professional learning communities, emerges as a critical pathway for strengthening implementation capacity. This study contributes evidence to support more context-sensitive policy design. It reinforces the importance of institutional capacity-building as a prerequisite for the long-term effectiveness of the Independent Curriculum.

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