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Analysis of Teacher Readiness and Difficulties in Implementing the Independent Learning Curriculum in Junior High Schools

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ABSTRACT

The teacher's task in the independent learning curriculum was to prepare a learning implementation plan, compile material, prepare assessments, ensure changes in student behavior, and carry out evaluations. However, 52% of students visited by researchers received grades below standard. The article was to determine the obstacles and difficulties teachers that have in implementing the Independent Learning Curriculum. The researchers used mixed methods approach. The respondents in this research were 66 teachers. Data collection techniques used surveys with instruments that have been developed. This instrument was assessed on a Likert scale of 1 to 5 points. Data collection used observation, interviews with 10 teachers, and documents related to research indicators. Analysis data technique used SPSS Version 25.0. Then data from observations, interviews and documentation were collected, reduced, coded, diversified and conclusions drawn. As a result, it was found that the learning implementation plan was incomplete, the teacher did not prepare the material himself, and the assessment method was not yet structured. It was also found that teachers lacked mastery of the material. From the survey it was found that 62.87% of teachers' learning implementation plans did not comply with implementation, 68.53% of teachers lacked mastery of the material, there were 72.10%, there were 56.92% changes in behavior and 54.20% did not evaluate learning.

Keywords: *Independent Learning Curriculum, Teacher Readiness, Curriculum*

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INTRODUCTION

Teachers difficulties when implementing learning arise due to the existence of one of the indicators that inhibits learning success (Jowsey, Foster, Cooper-ioelu, & Jacobs, 2020). Teacher difficulties can arise when preparing learning tools (Mishra et al., 2020), preparing learning aids and the learning models used (Hwang, Wang, & Lai, 2021). Teachers' failure to prepare learning tools creates new problems in achieving target learning outcomes (Granberg, Palm, & Palmberg, 2021a). In general, teachers' difficulties often occur when they find material that is difficult to design (Shim & Lee, 2020). In fact, in the world of education, teachers are required to design materials very well with the aim of students easily achieving curriculum achievements (Haug & Mork, 2021). The curriculum currently being implemented in Indonesia is the independent learning curriculum (Dewa Ayu Made Manu Okta Priantini, Ni Ketut Suarni, 2022). The independent learning curriculum has been implemented in elementary schools, middle schools, and high schools (Kemendikbudristek, 2022). The independent learning curriculum expects teachers to be able to design learning and

implement it well in the subject areas being taught, this aims to ensure that the learning process runs effectively by what is expected (Dwi Noerbella, 2022). Teachers Before implementing the material to be taught, first prepare a learning implementation plan, materials, and learning model (Lapisan et al., 2021). The learning models recommended in the Merdeka Curriculum are *blended learning*, *flipped classroom,* and *project-based learning models* (Sadieda, Wahyudi, Dwi Kirana, Kamaliyyah, & Arsyavina, 2022).

It is hoped that these three models can be developed into innovative, interactive, and effective learning models for students in schools. Teachers' success in implementing the independent learning curriculum can be measured by indicators (Dwi Noerbella, 2022). Indicator 1) the teacher prepares and prepares the syllabus and learning implementation plan. This is considered mandatory and the learning implementation plan must include materials, methods, time duration, evaluation, and assessment (Elzainy et al., 2020). Indicators are 2) ability to teach. Indicators of teacher success in teaching can also be seen in the way the teacher presents material to students. All teachers who are competent in their field can use it by combining models, methods, and learning strategies for the material (Agustini et al., 2020). There are three learning models recommended in the independent learning curriculum, namely the blended learning model, flipped classroom, and project-based learning (Jumini, 2022), teachers are also expected to be able to use media as a learning aid to support the learning process running smoothly, teachers can open and close lessons interestingly and effectively (Novauli, 2012). Indicator 3) Assessing students. Student success is the teacher's success. Students who get good learning results can be categorized as understanding the lesson material provided by the teacher (Nieuwoudt, 2020). The way the teacher also conveys the material, learning media and teaching methods used influences students' understanding (Muthuprasad, Aiswarya, Aditya, & Jha, 2021). Teachers must be able to carry out objective assessments of students (Daumiller et al., 2021). Indicator 4) Changes in student behavior. Good student behavior and character show that the teacher has succeeded in instilling good values through the learning process. This can be seen in students who were initially inactive becoming active, more disciplined, responsible, and respectful of other people's opinions (Tadege, Seifu, & Melese, 2022). Indicator 5) Evaluation of the material that has been taught. This indicator can be measured from the teacher's follow-up from the previous learning process. The five indicators of teacher success above are a description of teachers' duties and obligations in implementing the independent learning curriculum (Kemendikbud, 2019).

Ludvigsen et al., (2021) believe that material planned systematically by teachers can guide students toward maturity. As explained above, one of the indicators that a teacher is said to be successful in the learning process is if the average student learning outcomes are above the minimum completeness criteria (Gamage, Ayres, & Behrend, 2022) . However, the facts are based on the results of observations made by Suyono, (2021) show that the learning outcomes of Class VIII students in Mathematics are in a low category, with output data only reaching a mean score of 60.47 and 16 of the 32 students declared complete learning or 50% with a minimum standard of completion of 75. This is due to one of the factors that teacher performance in the process of designing learning and implementation is not as expected. Another fact, based on the results of teacher evaluations carried out in the even semester of 2021/2022 at State Junior High School 50 in class 2 A, the average score for student learning outcomes during the final exam was 58.22. Of the total 35 people, only 6 people completed the

test. Meanwhile, 29 people in the low category had to be given remedial treatment and 20 of them still had to be remedied again for the third time. Another fact is that currently mathematics lessons are still classified as the most difficult learning material to implement in the independent learning curriculum. In research by Ketut Suwija (2021) In preparing learning implementation plans and learning models, mathematics material is still very difficult to link to the independent learning curriculum.

Teachers' difficulties in educating cannot be separated from teachers' weaknesses in designing lesson plans and compiling appropriate materials and models to be used in the learning process for students. Because designing and implementing mathematics material requires choosing a model that is in the independent curriculum. Mathematics teachers who are less prepared to design lessons and implement the new curriculum will hurt teaching progress and student behavior (Huu, Phuong, & Anh, 2021).

Based on the background above, it shows that there are differences between the expectations of the independent learning curriculum, theory, indicators of success, and reality in practice in the field so it is important to analyze the difficulties of teachers in implementing the curriculum with the aim that in the future teachers will know where the obstacles and difficulties are. teachers in preparing learning plans and when implementing the curriculum. To make this research more focused, this research was conducted only to analyze the difficulties of junior high school teachers in preparation and implementation as measured by five indicators of teacher success in teaching at school. In looking at the effectiveness of the independent learning curriculum learning process, this research aims to: 1) Find out the completeness of the teacher's learning implementation plan before implementing the material at the junior high school level,2) Find out the teacher's ability to present the material and implementation methods, 3) Find out what difficulties they experienced teachers when assessing and implementing the independent learning curriculum, 4) Knowing how teachers assess and evaluate the material taught from the independent learning curriculum in junior high schools.

METHOD

Research design

The method used is mixed method research (John H. Hitchcock, 2022). In this research, the mixed method aims to combine the results of research data obtained using quantitative and data using qualitative methods and describe them in sentence form (Anthony J. Onwuegbuzie, 2021). The data collection procedures used were observing and observing the readiness of learning devices before implementing the material, conducting interview sessions, and collecting all documentary evidence. The research continued with secondary data, by distributing research instruments based on indicators of the implementation of the independent learning curriculum. The instrument is distributed online using Google Forms via the link that has been created. Information sources were given one week to respond to the instrument for implementing the independent learning curriculum mathematics material. Research subjects are Junior High School. The research object is teachers implementing the independent learning curriculum. The research observes, observes, and is directly involved in the implementation of the independent learning curriculum. The research period was carried out on July 10 2023-February 10 2024. During this period, the expected results have found the location of the difficulties and solutions.

Respondents

Research respondents are teachers who teach material based on the independent learning curriculum and students who are directly involved. Observations were made on the readiness of learning tools and the learning implementation process, while what was directly observed was the teacher's preparation and implementation process in the classroom. Observations were made on four classes taught by four teachers. Interviews were conducted with 4 teachers who were directly involved and 10 students who were the interview samples using a random selection method. The prepared instruments were also distributed to students consisting of 122 people from four classes taught by four teachers. Two classes from junior high school 50 East Jakarta and 2 more classes from private junior high school Strata Nawar. Documentary evidence data was collected when observing the learning process to see where the teachers' obstacles and difficulties were in implementing the independent learning curriculum material.

The instruments

Observation instruments, observations, interviews, and questionnaires are arranged based on the indicators:

Table 1. Indicators of successful curriculum implementation

Indicator	Instrument
Prepare syllabus and lesson plans	In the Learning Implementation Plan, there is time duration, material, learning methods, learning objectives, and assessment.
Teaching Ability	Indicators of a teacher's success in teaching can also be seen during the learning process: a) Able to use a variety of learning methods, b) Able to integrate learning experiences, c) Able to use media or learning aids d) The teacher's ability to open, close lessons, be interesting and effective, e) Ability to increase learning motivation, e) Ability to ask questions
Judgment Ability	The level that is an indicator of a teacher's success in educating students, a) Maximum = teacher success can be said to be maximum when all the lesson material that has been taught to students can be mastered and understood well by the students, b) Very good = an indicator of teacher success can be said to be good once in teaching when most (80% - 99%) of the lesson material that has been taught by students can be understood and mastered by the student, c) Good = the teacher can be said to be good at teaching when around 60% - 75% of the lesson material taught can be mastered students, d) Less = an indicator of teacher success that can be said to be less when students only master less than 60% of the subject matter that has been taught.
Changes in the Behavior of Students Being Taught	Students who were initially naughty become more disciplined, responsible, respectful of their parents, and so on. Changes in student behavior are certainly influenced by how the teacher teaches them. If students already have this behavior, it will be easy for them to accept and understand the lesson material.
Carrying out the Evaluation Process	The teacher evaluates the results and follows up

Data collection

Technique collecting research data with primary data and secondary data (Edited By Jürgen Runge, William D. Gosling, Anne-Marie Lézine, 2021). Primary data was obtained directly from the main source, namely teachers and students before and after the implementation of learning through observations, observations, interviews with 4 mathematics teachers and 10 students, and documentary evidence. The second data is secondary data. Ramadhani & Rukmana, (2022) states that validate data from instrument information. Secondary data is compiled based on indicators of teacher readiness and during the implementation of the independent learning curriculum on material and test instruments to measure success and evaluate the implementation process.

Data analysis

Analysis with stages 1) Data collection. Data were collected through observation, in-depth interviews, and documentation. At the initial stage of the research, a general examination of the situation and social objects under study is carried out, and everything that the researcher sees and hears is recorded. Data collection is carried out at different times of the day. Researchers also collect test results and instrument results. 2) Data Reduction. The data received from the field is quite large, so it is grouped. Reduction by summarizing, selecting, and sorting out which ones are in line with each other. This data reduction narrows and addresses the research objectives. Meanwhile, to process test data on learning outcomes by knowing the percentage of students who answered questions incorrectly on each item. 3) Data Display (Data Presentation). Data is presented in the form of short descriptions, diagrams, relationships between categories, and forming coding. 4) Data Verification (Conclusion Drawing). After presenting all the available information, the instrument responses were reduced and aligned into conclusions and became a way to provide solutions in implementing the independent learning curriculum at the junior high school level.

RESULT AND DISCUSSION

This research found teachers' obstacles and difficulties in compiling and implementing material based on the independent learning curriculum. The first discovery was during direct observation, this finding was strengthened by the results of interviews conducted and the existence of intersecting documentary evidence. The next finding was when receiving the results of students' assessments of the instruments distributed. The results of this instrument also relate to findings during observations, interviews, and documentation. Following are the results and findings based on the stages.

Table 2. Interview coding results

Indicator	Interpretation Results
Preparation of Syllabus	Teachers use different learning models. The abilities of the students they teach are on average homogeneous. The application of material using one of the learning models suggested by the independent learning curriculum is seen as having positive value. However, the facts were revealed when observations were made that the learning implementation plan prepared by the teacher was not appropriate. The learning implementation plan prepared by the teacher does not show one of the models stated. This has an impact on the

	implementation of material in the classroom. Insufficient preparation from the learning implementation plan hurts conveying and assessing students' understanding.
Learning Implementation Plan	Teachers also do not use media when implementing the material to be taught. This is because the learning process is carried out face-to-face. However, the hope of an independent curriculum is learning media as an instrument to help explain material that is considered difficult by teachers. Teachers believe that the appropriate tool for face-to-face learning is textbooks. This is one of the weaknesses of teachers when implementing material without the help of media.
Teaching Ability	In question number 3, it is inconsistent with question number 5 of the learning implementation plan indicators. Two teachers answered that they used media as a tool to convey mathematics material. Meanwhile, in the previous interview, the teacher answered that he did not write down the media used in the learning implementation plan prepared by the teacher himself. In other words, two teachers use media but it is not stated beforehand in the learning implementation plan. This method makes it difficult for students to adjust the learning process with the help of media.
Assessment of Students	From all teachers, students' learning outcomes are broadcast. The teacher answered that he did not return the students' learning results. This hurts students' understanding and students cannot measure their abilities independently.
Change Student Behavior	Teachers argue for change Student behavior so far has a positive value towards the lesson. However, in certain lessons, students are less active in studying material that is considered difficult. The teacher tries to ask questions. The discussion method is often given by teachers to students, although students still experience difficulties when learning the material. Teachers give projects to students, but the fact is that many students do not do it and tend to ignore the assignments given by the teacher. The teacher realizes that the material prepared is not optimal and by the expectations of the independent learning curriculum. It is acknowledged that there is a lack of planning prepared by teachers. The learning methods and models used tend to change, making students inconsistent in following the learning process. Collaboration and forms of discussion carried out by teachers in discussing the material are not enough to attract students' interest in learning mathematics material.
Evaluation	Providing materials and questions to students for projects. Provide questions that are appropriate to the material being taught. However, teachers do not carry out an evaluation process on the projects given by the teachers themselves, the reason is because of limited time and a lack of preparation and readiness at the beginning.

From Table 2 above, it can be seen from the results of interviews with teachers that before implementing learning, the teacher had prepared a learning implementation plan but it was not as expected. There are different views about the learning models that teachers use in teaching. This is because teachers still have not mastered the appropriate learning model to support the current independent learning curriculum.

Figure 1. Photo 1 During the interview session

Figure 1 show students enthusiastically providing answers to all the questions asked. Students openly provide information about the difficulties and obstacles they face. The students also said that so far, the learning process has not been optimal, but students also expect objective assessments and evaluations carried out by teachers on them.

Table 3. Observation result

Indicator	Interpretation
Preparation of Syllabus and Learning Implementation Plan	The learning implementation plan models, methods, and learning strategies that will be used are not yet complete.
	learning implementation plan has not written the learning objectives and outcomes for each material
	In the learning implementation plan, there is no assessment method
	In the learning implementation plan, no form of evaluation will be carried out by mathematics teachers
Teaching Ability	Teachers are unable to use the learning model recommended by the independent learning curriculum
	The teacher does not arrange materials or modules
	Teachers do not develop material adopted from textbooks or other sources
	Teachers are unable to teach material in a structured manner
	The teacher does not use media or aids in implementing the material to be taught

	Teachers do not ensure that students understand the example questions given in the material by giving students the same questions to work on
	Teachers do not carry out assessments in a structured and proportional manner by those in the learning implementation plan
	Teachers do not analyze students' successes and failures by reviewing test results
Assessment of Students	Teachers analyze the methods used when teaching
	Teachers do not analyze the material taught and its conformity with the learning implementation plan and syllabus
	Teachers do not create effective and efficient activities by using other learning models
	Teachers do not analyze material that is too difficult for students to understand
	Teachers do not communicate well with students through the material taught
	The teacher does not attract students' interest in trying to solve the questions given
	Teachers have not succeeded in changing students from not being interested in learning mathematics to being interested
	Teachers do not communicate new information (for example additional material) according to the age and level of learning abilities of students
Change Student Behavior	Teachers do not address mistakes made by students as stages of the learning process, not merely mistakes that must be corrected. For example: by first knowing which other students agree/disagree with the answer, before explaining the correct answer
	Teachers do not carry out learning activities according to the curriculum content and relate it to the context of students' daily lives.
	Teachers do not manage the class effectively are busy with their activities and are less productive.
	Teachers are unable to adapt learning activities designed to class conditions
	Teachers do not give students many opportunities to ask questions, practice, and interact with other students.
	The teacher does not give test questions according to the material being taught
Evaluation	Teachers do not carry out the assessment process objectively by determining the assessment rubric
	The teacher does not evaluate each material
	Teachers do not evaluate low learning outcomes

Based on Table 3 above, the results of the interpretation of findings during observations and research observations show that the syllabus and learning implementation plans prepared by the teacher do not by the expectations of the independent learning curriculum. The learning plan prepared by the teacher does not show the models and methods that will be used in teaching, and the implementation

plan also does not show the assessments and forms of evaluation that will be carried out. Meanwhile, the teacher's ability to teach does not appear to carry out objective assessments by distributing assessment rubrics. Teachers also do not appear to have material modules and do not develop teaching materials to be given to the students they teach. Teachers do not analyze students' difficulties when learning the material.

Table 4. Documentation interpretation results

Indicator	Interpretation
Preparation of Syllabus and Learning Implementation Plan (RPP)	The teacher has prepared a learning implementation plan. However, some things are incomplete in the mathematics learning implementation plan (RPP) designed by the teacher before implementation, namely 1) There are no indicators, instruments, or assessment rubrics in each material taught. 2) There is no evaluation sheet. 3) The models and methods used in teaching mathematics material are also unclear and this needs to be stated in the learning implementation plan prepared by the teacher.
Teaching Ability	In general, teachers can teach mathematics material, but there are obstacles when implementing mathematics material by referring to the independent learning curriculum. Teachers are not equipped with the ability to design learning using the learning model suggested by the independent learning curriculum. 1) The teacher is unable to provide assignments that suit the students' project-based abilities. 2) The teacher does not ensure the analysis process of students' understanding of the material being taught. 3) Teachers do not consistently use models in implementing the material taught. 4) The teacher does not provide examples of questions that are relevant to the project given to students.
Assessment of Students	In the assessment of the independent learning curriculum on mathematics material, the teacher's method of assessing students is not visible. Indicators, instruments, and assessment rubrics are also not visible in the learning implementation plan. This has an impact on, 1) non-objective student learning outcomes, 2) the assessment standards used by teachers in assessing are unclear, 3) the assessment of students' skills and knowledge is only based on the final exam and does not represent the learning process from start to finish, 4) does not yet reflect the assessment expected by the independent learning curriculum.
Changes in Student Behavior	By using the independent learning curriculum, there is no clear change in students' behavior in learning mathematics material. 1) There are still many students who chat when given assignments, 2) there are still many students who do not do the mathematics project assignments given by the teacher, and 3) the books and tools given by the teacher are not enough to attract students' interest in learning in mathematics, need preparing material and adapting the material to the students being taught.
Evaluation	There is no visible form of evaluation carried out by teachers regarding the learning process and evaluation of learning outcomes. 1) Teachers do not carry out an analysis process on

	student learning outcomes, 2) do not evaluate the mistakes of students who do not understand, 3) do not openly assess projects carried out by students and tend to have difficulties in implementing the models used, such as not being appropriate project questions regarding what is being taught and difficulties in planning student assignments.

From Table 4 above, it can be seen that the documentary evidence corresponds to the data from observations and interviews with teachers. In planning the lesson before implementing the mathematics material, the teacher did not, 1) have any indicators, instruments, and rubrics for assessing each material taught. 2) There is no evaluation sheet designed by the teacher to serve as a guide for evaluating the learning process. 3) The models and methods used in teaching mathematics material are also unclear. In the documentation, it was found that 1) Teachers were unable to provide project-based assignments. 2) The teacher does not ensure the analysis process of students' understanding. 3) Teachers do not consistently use models. 4) The teacher does not provide examples of questions that are relevant to the project. Assessment of students is lacking: 1) lack of objectivity in student learning outcomes, 2) assessment standards that are not open enough, 3) assessment of students' skills and knowledge is only based on final exams and not. Change student behavior 1) There are still many students who chat when given assignments, 2) there are still many students who do not do mathematics project assignments, and 3) the books and tools given by teachers are not enough to attract students' interest in learning. Meanwhile, in the evaluation evidence, 1) the teacher does not carry out an analysis process on learning outcomes, 2) does not evaluate mistakes, 3) does not openly assess the projects carried out by students, and tends to have difficulty implementing the model.

Table 5. Documentation of learning planning by teachers

Observe ➢ Students observe examples of problems related to multiplication and division of fractional numbers. - Students will observe the teacher's explanation regarding multiplication and division of fractions. Ask ➢ Students are given the opportunity to ask questions related to multiplication and division of fractional numbers. ➢ The teacher asks how to determine multiplication and division of fractional numbers. Conducting Experiments ➢ The teacher asks students to carry out investigations to solve problems related to multiplication and division of fractions through the practice questions given.		50 menit

Analyze ➢ Students analyze the information they have obtained through the practice questions given in order to understand multiplication and division of fractional numbers. Communicate ➢ The teacher gives students the opportunity to present the results of the practice questions they have worked on to the front of the class.		

Table 5 clearly shows in the documentation that the teacher has carried out planning, but the planning carried out by the teacher is not complete, such as no assessment planning and evaluation planning.

Table 6 . Documentation of Learning Planning by Teachers

3.3 Explain And determine representation internal numbers form number round rank positive and negative	Know Number Rank Round Positive	Observe. Provide material about Numbers and observe the students' expressions after being given number material. Ask Students are encouraged to apply questions related to things observed or Pay attention to numbers. Explore Individually/groups of students try do practice questions related to numbers and written in their respective notebooks. Associate Individually/in groups, students analyze, reason, conclude information

From Table 6 it can be seen that there are no models and methods used in teaching material in the learning implementation plan prepared by the teacher.

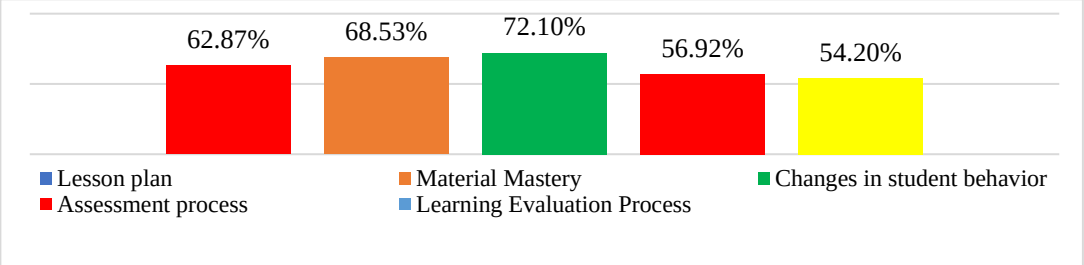
Table 7. Results of coding observations, interviews, and documentation

Indicator	Interpretation
Preparation of Syllabus and Learning Implementation Plan	All teachers have prepared a Syllabus and Learning Implementation Plan (RPP). However, there are still teachers who do not understand the lesson plans that are compatible with independent learning. In the learning implementation plan, there is no visible assessment designed by the teacher beforehand, so the measuring tools used by the teacher in assessing students are not clear.
Teaching Ability	Have provided material and tried to provide examples of mathematics problems related to the material being taught. However, by giving projects to students to solve problems, students are less interested. Teachers' ability to implement the independent learning curriculum is not yet equipped with the ability to master appropriate models and strategies in teaching a particular material. At the time of observation, the mathematics teacher was unable to ensure that all students understood the set material well, the teacher did not carry out an analysis process to

	ensure that students who did not understand could try.
Assessment of Students	In terms of assessment indicators, teachers do not have rubrics and linking instruments in mathematics material. Rubrics and assessment instruments for the mathematics material to be taught are not visible in the learning implementation plan and during the implementation of mathematics learning in the classroom. Teachers provide assessments assessing students only based on end-of-semester learning outcomes and there are no daily assessments. Daily assessments only measure indicators of students' attitudes and do not measure students' skills and knowledge of the material being taught.
Change Student Behavior	Change The behavior that can be seen from the documentation is that students have no interest in learning mathematics material. Students tend to chat when given assignments to work on and discuss in groups. This can also be seen when questions are given to be done independently and it appears that students are not serious about working on the questions given.
Evaluation	Assessment that is not visible in the learning implementation plan has an impact on evaluation. It is not visible that teachers evaluate material and evaluate student learning outcomes. At the end of the lesson, the teacher was not seen asking and commenting on the worker's and the students learning outcomes

The researcher also interpreted the findings from interviews in Table 7 with teachers, the teachers had prepared learning implementation plans based on the material taught. But on the other hand, when asked, have you adopted the learning implementation plan made by the government from the independent learning curriculum? All sources answered, "Yes, that's right". This answer raises doubts among researchers and is a contradiction to the answer at the beginning, that all teachers prepare their learning implementation plans. Sources said that when teaching the material, they did not fully use model learning recommended by the independent learning curriculum. They still often use changing models and are inconsistent. This is because students are not yet fully ready to use the Blended learning model.

Figure 3. The results of the teacher barriers and difficulties survey



In Figure 3 you can see the results of the Teacher Barriers and Difficulties survey with a focus on the completeness of the teacher's syllabus and lesson implementation plans. The findings of this survey provide valuable insight into the challenges teachers face in preparing to implement the independent learning curriculum. Based on the survey, it was found that 59.86% of teachers' learning implementation plans were not

the actual implementation. This gap shows that there is a gap between the planned curriculum and its implementation in the classroom. These inconsistencies can hinder the effectiveness of the teaching and learning process, thereby potentially creating challenges in achieving the desired educational results. The survey also revealed that 68.53% of teachers reported not mastering the material. These statistics underscore the importance of teachers having a deep understanding of the subject matter they teach. A strong understanding of the content is critical to delivering high-quality instruction and effectively engaging students in the learning process. In terms of changes in student behavior, the survey showed that 55.10% of teachers observed changes in student behavior. Understanding and responding to changes in student behavior is very important to create a conducive learning environment. Teachers play an important role not only in imparting knowledge but also in shaping students' attitudes, behavior, and overall development. Additionally, the survey highlights that 70.92% of teachers face challenges in the assessment process, while 62.20% do not conduct learning evaluations. Assessment and evaluation are integral components of the teaching and learning cycle, providing valuable feedback regarding student progress and informing instructional decisions. The lack of structured assessment methods and evaluation processes can hinder teachers' ability to measure student learning outcomes accurately.

DISCUSSION

Find out the completeness of the teacher's learning implementation plan before implementing the material at the junior high school level.

When implementing learning, teachers appear to lack communication in providing concepts to students, this has an impact on student behavior which decreases during learning. The behavior displayed by students when working on questions is less active and many students chat while working on questions, so the learning process is not effective. Teachers are also not seen carrying out the evaluation process of completed learning. The form of evaluation and the way teachers evaluate is not found and is not visible in this research. This finding is in line with previous research findings (Basilotta-Gómez-Pablos, Matarranz, Casado-Aranda, & Otto, 2022; Wolthuis, van Veen, de Vries, & Hubers, 2020). In the learning implementation plan designed by the teacher, he admits that he did not design the assessment and evaluation form used. Teachers do not compile materials, or modules and only use textbooks as the main reference source. Teachers admit that there are still difficulties when using a learning model based on the independent learning curriculum. Completeness of the teacher's Syllabus and Learning Implementation Plan. One of the most important things for a teacher's success in teaching is planning the implementation of learning before the implementation of learning material begins (Haug & Mork, 2021). All components related to the implementation of the material to be taught must be prepared and outlined in the learning implementation plan sheet (Lapitan et al., 2021). However, based on coding in Table 2 during observations and observation in this research. It was found that the teacher had made a learning implementation plan, but in fact, the content of the learning implementation plan that was prepared and given to students was still not the learning implementation plan suggested by the independent learning curriculum. It was found that the teacher had not designed the learning model to be used, there were no learning objectives for the material discussed, assessment indicators were not visible and the form of learning evaluation was also not in the learning implementation plan used. Of all the teachers

who observed the syllabus and learning implementation plan, not a single one had an assessment method such as which was used to measure student success, the learning objectives and achievements were not visible. The unpreparedness of the learning implementation plan is the beginning of problems and obstacles to the smooth learning process of the independent learning curriculum.

Find out the teacher's ability to present the material and implementation methods

The use of creative and innovative models can improve the learning process (Triyono, 2012). Teachers also argue that during the learning process, teachers no longer use online media to deliver material and do not provide learning resources in online form. The reason is that teachers have provided textbooks as learning aids for students at home. The results of this interview confirm the findings in the observations, that in the learning implementation plan designed by the teacher, there is no model used, specific learning objectives, forms of assessment, and forms of evaluation. In this case, difficulties in assessing arise if the learning plan is not prepared at the beginning of learning (Haryati, 2012). Ability to present material and implementation skills are based on the independent learning curriculum at the level first middle school. Based on the results of observations in Table 2 carried out by researchers. Researchers found that teachers have not yet succeeded in using the learning model recommended by the independent learning curriculum for students. According to the teacher's confession, this is the case This could happen because teachers are not provided with training in using this learning model. The teacher also admitted that he did not prepare his material such as modules, textbooks, or textbooks that he compiled himself. Suwarno, Sulis Triyono, (2021) only using textbooks that are prepared by yourself has a good impact. The most surprising thing is that teachers are not assisted by tools in the form of media in explaining material to students. The learning model used is blended learning. Teachers also do not carry out an evaluation process of the learning implementation process, either on the example questions given or on the questions that students work on at home. Example questions given by teachers tend to be different from project questions students work on at home. Based on Table 3 in the teacher interview session, one teacher out of 4 admitted that he did not carry out tests on any material that had been taught. However, from the results of observations, regarding this matter, the researcher found that all teachers did not carry out tests on any material that had been taught. Sutrisno & Siswanto, (2016) said that students can achieve good learning outcomes if teachers have maximum preparation. Teachers' difficulties when assessing and implementing the independent curriculum. From the results of observations made by researchers and decoding in Table 2, not all teachers carry out assessments in a structured manner per material. This is because the form of assessment was not included in the previous learning plan. Teachers also do not carry out the process of analyzing the learning outcomes obtained by students and evaluating students' obstacles and difficulties. Researchers also did not see teachers returning test results to students. Teachers are not seen creating effective activities when implementing material that is considered difficult by students. The teacher only explains the material without ensuring that students understand the material. From the results of interviews with teachers in Table 3 carrying out assessments, teachers do not return student test results. This is something wrong with the research findings. Students can use learning outcomes as a basis for evaluating their mistakes and difficulties. However, because the test results are not shared by the teacher, students continue to make the same mistake. Nácher et al., (2021) by sharing information about where errors are located, teachers and students can evaluate and improve the material

they have studied. This finding is in line with the opinion of Iqbal et al., (2021) that planning has little impact on difficulties during implementation and student assessment.

Find out what difficulties they experienced teachers when assessing and implementing the independent learning curriculum

Changes in student behavior in learning with the independent learning curriculum. From research observations during the learning implementation process and already coded in Table 2, the majority of teachers provided material unable to attract students' interest in discussing the material. When discussing statistical material, students do not appear to have any interest in discussing the questions given by the teacher to students. This is because the teacher also does not design the material and presents the material as simply as possible so that students can easily understand it. In fact, with material designed by the teacher himself, it will be easier to manage emotions. Because self-management through material is related to students' emotional conditions (Nopembri & Sugiyama, 2019). The independent learning curriculum regulates how teachers should present material and use models and methods in implementing the material (Siregar, 2021), However, this was not done. In the interview session with the teacher in Table 3, the teacher admitted that the students who were taught the material were not very active when discussing the material. This finding is in line with the documentary evidence found in Table 4. Teachers do not use the learning model recommended in the independent learning curriculum. The project expected by the independent learning curriculum is that students can create concepts for solving problems related to the material discussed (Fahlevi, 2022). However, the teacher only gives questions for students to discuss at home by following the examples in the textbook. This can be interpreted as the teacher's obstacles and at the same time the teacher's difficulties when implementing material with the independent learning curriculum lie in the learning implementation plan (RPP), material, and adapting to the right method to attract students' interest in learning. This finding is in line with the opinion (Suparmi, 2019) that a well-designed learning plan is the beginning of a successful learning process.

Knowing how teachers assess and evaluate the material taught from the independent learning curriculum in junior high schools

How teachers assess and evaluate material taught from the independent learning curriculum. Researchers found that the teacher's learning evaluation did not carry out tests for every material taught and only tested 2 of the 8 materials. For the two materials that were tested, the questions also did not match the sample questions taught. Even though competency tests are needed (Hidayanto, 2013). From Table 5, the intersecting data on the findings of the assessment of students were not prepared properly from the start, this is because there were no indicators and rubrics for assessing student learning outcomes and there were no learning implementation plans. As a result, teachers do not evaluate learning outcomes and there is no evaluation of material that students consider difficult. This is contrary to the opinion of Granberg et al., (2021b) that evaluation is a way to find out students' understanding. In particular, teachers have not fully implemented evaluation indicators and tend to ignore the evaluation process of the material being taught. Assessment indicators that are not well prepared hurt the assessment and evaluation process (Thwe, Khatiwada, & Gasparatos, 2021). This is an obstacle and at the same time a difficulty for teachers in carrying out evaluations regarding the implementation of the mathematics learning process when seen from student assessments.

This research has several significant implications in the context of implementing the Independent Learning Curriculum in junior high schools. First, the finding that most teachers face difficulties in preparing learning implementation plans highlights the importance of more intensive training and mentoring for educators. Greater efforts are needed to improve teachers' understanding of the material being taught as well as skills in designing comprehensive learning plans. Second, survey results showing changes in student behavior underscore the importance of a holistic approach to education. Teachers need to not only focus on academic aspects but also pay attention to student behavioral aspects to create a conducive learning environment. This emphasizes the need for a holistic learning approach to support students' overall development. In addition, the finding that most teachers experience difficulties in the assessment and evaluation process highlights the need to improve teacher skills in designing structured assessment methods and effective evaluation processes. By increasing teacher competence in this matter, it is hoped that it can improve the quality of learning and understanding of student learning progress.

Limitations that need to be considered in this research, firstly, limitations in the number of respondents can affect the representativeness of the research results. By only involving 66 teachers as respondents, the survey results may not broadly reflect the same conditions in various junior high schools. Second, the use of survey and observation methods as data collection techniques can limit an in-depth understanding of the factors underlying the obstacles and difficulties experienced by teachers. More in-depth qualitative approaches such as case studies or in-depth interviews may provide more comprehensive insights. This research also has limitations in time and resources which can also affect the depth of analysis and interpretation of data. Longer and more in-depth research might produce a deeper understanding of the challenges faced by teachers in implementing the Independent Learning Curriculum. In addition, limitations in the accessibility and availability of related literature or references can also limit the framework for understanding research. These limitations may affect the depth of analysis and interpretation of research findings. It is hoped that further research can expand the scope of respondents, use a more in-depth qualitative approach, and allocate adequate resources to support a more comprehensive analysis. Thus, research can provide a more holistic and in-depth understanding of the obstacles and difficulties faced by teachers in implementing the Independent Learning Curriculum in junior high schools.

CONCLUSION

All teachers have fulfilled their obligations by preparing the syllabus and Learning Implementation Plan. However, the learning implementation plan prepared by the teacher does not by the provisions and recommendations of the independent learning curriculum. In the learning implementation plan, there are no clear models, methods, assessments, and forms of evaluation. This has an impact on the student assessment process being less clear. In mastering the material, the teacher only provides material from the book sources used. Teachers do not prepare their materials in the form of modules or textbooks by adjusting the initial competency abilities of the students being taught. When teachers give projects to students, students are less interested. This provision is contrary to the concept of the previous learning plan which did not show any form of assignment. In terms of assignments, you need to be prepared from the start. In the assessment, the teacher does not have instruments and roping rubrics in the material. The material assessment instruments and rubrics used

are not visible at all during the learning process and assessment process. The behavior change that can be seen from the documentation is the students' lack of interest in learning the material, this is confirmed by the students' responses to the minimal interest in learning the independent learning curriculum. It is not visible that the teacher evaluates the material and evaluates the process of student learning outcomes. The results of a survey conducted on students showed that the assessment of the teacher's learning implementation plan (RPP) was 59.86%. In this case, there are around 40.14% that do not match the students' expectations with the learning plans made by the teacher. Then the teacher's ability to teach was assessed at 58.63%, meaning that 41.37% of students did not agree with the teacher's ability to use learning models, and strategies and give assignments with projects as directed by the independent learning curriculum. In the assessment, it was also seen that 55.10% of the marks given by students were towards the assessment process carried out by the teacher, meaning that there were 44.90% who did not agree with this kind of assessment process by not providing clear indicators, instruments, and assessment rubrics to students. Students expect the material to be prepared in the form of clear modules or material and equipped with assessments for each material indicator. Meanwhile, changes in student behavior were assessed at 70.92% and evaluations at 62.20%. This is still far from expectations that the independent learning curriculum is effective and by WHAT is expected.

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AUTHOR CONTRIBUTION STATEMENT

Prihantini (P) conducted research, implementation, analysis, and evaluation of the research. Designing research proposals, conducting data validity tests, collecting data from various sources, processing research results, analyzing the data obtained to the stage of publishing the findings

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