The Influence of Teachers' Readiness Level and Motivation on The Implementation of The Merdeka Curriculum (IKM) in North Ternate City

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ABSTRACT

This research explores the implementation of The Merdeka Curriculum (IKM) in North Ternate City, focusing on the influence of teachers' readiness level and motivation. The research used quantitative, using surveys to gather data from 68 junior high school teachers in North Ternate City who implemented The Merdeka Curriculum (IKM). The research indicates that the readiness level of teachers influences 0.65, while teacher motivation has an influence of 0.72 on the success of implementing the Merdeka Curriculum (IKM) in Ternate City. With significant coefficients, it can be concluded that both teacher readiness and motivation have a positive and significant impact on the quality of teaching IKM and student success in Ternate City. Enhancing teacher readiness and motivation can be an effective strategy to improve the quality of education through the effective implementation of IKM.

Keywords: Teachers' Readiness Level and Motivation, IKM

INTRODUCTION

The Merdeka Curriculum (IKM) is a new educational framework that was implemented in at 21st-century in Indonesia. It aims to promote a comprehensive approach to education by integrating various subject areas and focusing on developing students' critical thinking, creativity, and problem-solving skills (Ndari et al., 2023). IKM is intended to replace the traditional curriculum of 2013 with a more student-centered and project-based learning approach. Furthermore, IKM aims to empower teachers by giving them more freedom and flexibility in designing and delivering lessons, as well as providing students with the opportunity to explore their interests and passions (Cholilah et al., 2023). By focusing on the comprehensive development of students, IKM seeks to prepare students for the challenges and opportunities of the future. Thus, students can become proficient and trained in problem-solving skills and be well-equipped for their future endeavors.

In 2022, in North Maluku, a total of 163 schools had IKM, resulting in 3.000 schools registering to participate in 2023 (Zubaidah, 2023). Additionally, in 2022, about 22 schools had already implemented it. Through the Head of the Education Quality Assurance Agency (BPMP) of North Maluku, it was stated that 50% of schools in Ternate City had IKM (Alim, 2023). This indicates that education in Ternate City is undergoing a significant transformation with the adoption of IKM. Overall, IKM in Ternate City has gained momentum, with a significant number of schools embracing this new educational framework and making efforts to integrate it into their teaching practices.

The Influence of Teachers' Readiness Level on the IKM in Ternate City is crucial for its successful implementation. Teachers play a pivotal role in the effective implementation of any curriculum, including IKM. Their readiness level refers to the teacher's preparedness and competence in implementing the new curriculum, while teachers' motivation relates to their enthusiasm and willingness to engage in

the necessary tasks and activities associated with IKM (Miswari, 2022). Teachers' readiness levels can greatly impact the IKM in Ternate City. On the other hand, teachers who are not prepared or motivated may struggle to effectively implement the curriculum, resulting in a less impactful learning experience for students. Furthermore, teachers' readiness level and motivation can also influence their ability to adapt to the changes and challenges that come with the IKM (Solehah, 2023).

Education stakeholders and policymakers in Ternate City need to recognize the significance of teacher readiness to support and empower teachers in IKM effectively. By providing teachers with adequate training, professional development opportunities, and support systems, their readiness level can be enhanced. This will enable them to effectively navigate the changes and challenges associated with IKM (Irawaty et al., 2023). Teachers' readiness level is an essential factor that significantly influences the successful IKM in Ternate City. This factor must be prioritized and addressed to ensure the effective implementation of the curriculum, as it directly impacts the quality of education for student (Aji et al., 2023). Therefore, it is crucial to assess and enhance teachers' readiness levels to ensure the successful implementation of the IKM in Ternate City.

Teacher motivation plays a vital role in the successful IKM in Ternate City. Teachers who are motivated are more likely to engage in professional development opportunities, seek innovative teaching methods, and go above and beyond to ensure student success (Ningsih et al., 2021). The teachers are driven by a passion for teaching and a genuine desire to make a difference in their student's lives. This motivation translates into increased effort and dedication in the classroom, leading to more effective IKM (Siregar et al., 2022). Furthermore, motivated teachers are more likely to adapt to new teaching approaches and strategies required by the curriculum. This adaptability allows them to effectively incorporate the principles and goals of the IKM into their teaching practices, resulting in a more student-centered and engaging learning

environment (Yatim et al., 2023). Additionally, teacher motivation also affects their ability to overcome challenges and persevere in the face of obstacles. Teachers who are motivated are more likely to find creative solutions, seek support from colleagues and administrators, and work collaboratively to address any implementation challenges they may encounter.

The readiness level and motivation of teachers have a significant influence on the IKM in Ternate City. To ensure the successful implementation of the curriculum, it is crucial to assess and enhance teachers' readiness levels and motivation. This can be achieved through providing adequate support and resources, offering professional development opportunities, and creating a positive and inspiring work environment that fosters teacher motivation (Börü, 2018). By addressing these factors, schools and educational authorities can create an environment that empowers teachers to effectively implement the IKM, ultimately improving the quality of education and the overall learning experience for students in Ternate City. Additionally, it is important to acknowledge that teacher motivation is not solely the responsibility of the individual teacher.

In the local context of Ternate City, there may be specific factors that influence teachers' readiness level and motivation for IKM. These factors could include the availability of teaching resources and materials, the level of support and guidance provided by school administrators, the quality of professional development opportunities provided, and the overall educational infrastructure in the city (Nurmasyitah et al., 2023). Stakeholders Ternate City needs to understand these local factors and address them accordingly to ensure the successful implementation of the IKM. Moreover, collaboration and communication among teachers, administrators, and other stakeholders are essential to create a conducive learning environment that supports IKM. One potential solution could be organizing training sessions and workshops for teachers, specifically tailored to the IKM, to enhance their readiness level and knowledge of the curriculum (Rohimajaya & Hamer, 2023). Additionally,

creating and maintaining a network of support and collaboration among teachers can also contribute to their readiness level and motivation. By addressing the readiness level and motivation of teachers in Ternate City, we can create an environment that supports the IKM and ultimately improves the quality of education for students.

On the other side, IKM can be considered highly relevant when implemented to advance education in Ternate City. However, on the other hand, educational challenges in Ternate City are quite serious. Recently, the quality of education in Ternate City has experienced a decline in terms of Gross Participation Ratio (GPR) at the elementary school level, which stands at meaning the Gross Participation Ratio is 98.78%, 89.32% at the junior high school level, while at the senior high school level, it has decreased to 76.43% (BPS Kota Ternate, 2021)). Moreover, in terms of infrastructure, there are several basic needs supporting school activities such as laboratories, libraries, and sanitation facilities (MCK) in some schools that are not yet fully adequate. According to the Ministry of Education and Culture website, there are a total of 286 schools in Ternate City, while the number of educational workforce data is 3218, resulting in a teacher-to-school ratio of 11.25 (Direktorat Jenderal Pendidikan Anak Usia Dini, 2024). Through such a depiction, IKM in Ternate City becomes even more crucial.

From the explanation above, this research aims to analyze the level of readiness and motivation of teachers in IKM. From the information gathered, it can be concluded that the readiness level and motivation of teachers play a crucial role in the successful IKM. The urgency of addressing the readiness level and motivation of teachers in Ternate City becomes apparent considering the challenges faced by the education system, such as declining educational quality and inadequate infrastructure. The aims of the research include understanding the readiness level of teachers in terms of creating lesson planning, learning processes, and assessment for IKM.

In conclusion, the readiness level and motivation of teachers have a significant influence on the successful IKM in Ternate City. To ensure the successful implementation of the curriculum, it is crucial to assess and enhance teachers' readiness levels and motivation. This can be achieved through providing adequate support and resources, offering professional development opportunities, and creating a positive and inspiring work environment that fosters teacher motivation. By addressing these factors, schools and educational authorities can create an environment that empowers teachers to effectively IKM, ultimately improving the quality of education and the overall learning experience for students in Ternate City. Additionally, it is important to acknowledge that teacher motivation is not solely the responsibility of the individual teacher. In the local context of Ternate City, there may be specific factors that influence teachers' readiness level and motivation in IKM. These factors could include the availability of teaching resources and materials, the level of support and guidance provided by school administrators, the quality of professional development opportunities provided, and the overall educational infrastructure in the city. Stakeholders in North Ternate City need to understand these local factors and address them accordingly to ensure a successful IKM.

METHOD

This research employed a quantitative research design which uses a questionnaire containing 30 questions as a research instrument, to collect data from a sample of teachers in North Ternate City. The sample will be selected using a purposive sampling technique. The sample selection for the research specifically specified State Junior high school teachers in North Ternate City who have implemented the Merdeka Curriculum (IKM). From the research findings, a total of 68 individuals are willing to participate as respondents. The data analysis technique employs regression analysis, which will delve deeper into the influence of teachers' readiness level and motivation on IKM.

RESULT and DICUSSION
Validity Test

H1 = There is an influence of Teacher Readiness Level (X1) on IKM (Y)
H2 = There is an influence of Teacher Motivation (X2) on IKM (Y)

H3 = There is an influence of Teacher Readiness Level (X1) and Teacher Motivation (X2) on IKM (Y)

Significance rate 95%, α = 0.05
T tabel = t (α/2 ; n-k-1) = t (0,025 ; 65) = 1,998
F tabel = F (k ; n-k) = F (2; 66) = 3,136

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.962	1.242		1.579	.119
	X1_ Readiness Level	.572	.059	.587	9.719	.000
	X2_Teacher_Motivation	.366	.053	.422	6.975	.000

   a. Dependent Variable: Y_IKM

Hypothesis 1

Known Sig. value for the effect of Teacher Readiness Level (X1) is 0.00 < 0.05 and the calculated t value is 9.719 > t table 1.998. So, there is enough statistical evidence to reject H0 and accept Ha, so it can be concluded that the variable Teacher Readiness Level affects IKM. In addition, the calculated t value of 9.719 is greater than the t value of the relevant table (in this case, the critical value is 1.998 for a significance level of 0.05 with a certain degree of freedom). This shows that the effect of the variable Teacher Readiness Level (X1) on IKM (Y) is statistically significant.

Hypothesis 2

Known Known Sig. value for the effect of Teacher Motivation (X2) is 0.00 < 0.05 and the calculated t value is 6.975 > t table 1.998. So, there is enough statistical evidence to reject H0 and accept Ha, so it can be said that the variable Teacher Motivation affects IKM. In addition, the calculated t value of 6.975 is greater than the t value of the relevant table (in this case, the critical value is 1.998 for a significance level of 0.05 with a certain degree of freedom). This shows that the effect of the variable Teacher Motivation (X2) on IKM (Y) is statistically significant.

Hypothesis 3

ANOVA

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	859.178	2	429.589	298.041	.000b
	Residual	93.690	65	1.441		
	Total	952.868	67			

a. Dependent Variable: Y_- IKM

b. Predictors: (Constant), X2_Teacher_Motivation, X1_ Readiness_Level

Based on the results of the data processing above, it is known that the value of Sig. for the effect of Teacher Readiness Level (X1) and Teacher Motivation (X2) simultaneously on IKM (Y) is 0.000 < 0.05 while the F value is calculated at 298.041 > from F table 3.136. So, there is enough statistical evidence to reject H0 and accept Ha, in this case, the variables of Teacher Readiness Level and Teacher Motivation together affect the IKM variable. In addition, the calculated F value of 298.041 is greater than the F value of the relevant table (in this case, the critical value is 3.136 for a significance level of 0.05 with a certain degree of freedom). This shows that the simultaneous influence of the variables of Teacher Readiness Level and Teacher Motivation on IKM variables was studied statistically.

Regression Equation

Coefficientsa

del		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.962	1.242		1.579	.119
	X1_Readiness_Level	.572	.059	.587	9.719	.000
	X2_Teacher_Motivation	.366	.053	.422	6.975	.000

a. Dependent Variable: Y-- IKM

IKM following table of regression equations X1 and X2 together affect Y:

IKM table above states that IKM regression equation of IKM influence of X1 and X2 on Y together can be expressed as follows:

$$Y = 1.962 + 0.045X1 + 0.366X2$$

IKM analysis states that IKM has a relationship between variables Readiness Level and Motivation Teacher, through the IKM regression equation it can be said that the IKM value produced by Y will be influenced by X1 and X2. IKM results say that IKM regression coefficient X1 is 0.045 which states that with every increase of one unit in the variable Teacher Readiness Level (X1) will increase by 0.045 units in variable IKM (Y), assuming other IKM variables are stagnant. Meanwhile, regression coefficient X2 is 0.366 which states that every increase of one unit in the Teacher Motivation variable (X2) will add an increase of 0.366 units in The IKM variable (Y), assuming IKM other variables are stagnant. A regression fixed value of 1.962 indicates the IKM value of variable Y when both variables X1 and x2 are zero. So, it can be concluded, that this regression equation provides an idea of how independent variables (X1 and X2) can affect the value of the IKM dependent variable (Y).

Test Coefficient of Determination (R Square)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of IKM Estimate
1	.950a	.902	.899	1.20057

a. Predictors: (Constant), X2_Teacher_Motivation, X1_Rediness_level

IKM table above states that IKM R-value of 0.950 shows that the Teacher Readiness Level (X1) and Teacher Motivation (X2) together with IKM have a positive influence on the IKM (Y). The IKM to R Square coefficient of 0.902 states that IKM Level of Teacher Readiness (X1) and Teacher Motivation (X2) together can influence 90% of the IKM (Y) variable, while as much as 10% is influenced by IKM factors.

Effect of The Level of Readiness on IKM

The IKM results of statistical data processing show that IKM level of readiness has a significant influence on the successful implementation of IKM. In essence, IKM level of readiness provides an impetus to innovate, especially in adjusting The IKM use of mass media or technology to increase one's creativity and performance (Zakiyah et al., 2023). In line with Sabillah's research (2023) conducted at SD Al-Ikhlas Taliwang, IKM results showed that the level of teacher readiness in The Merdeka curriculum varied. However, IKM majority feel ready. The level of readiness is shown in several aspects, such as understanding the structure of the Merdeka curriculum, lesson plans, learning process, teaching material modules, facilities and infrastructure, and learning assessment (Sabilah et al., 2023). IKM variable effect on the level of teacher readiness has a significant impact on the successful implementation of The Merdeka curriculum. Teachers who are well-prepared and trained in IKM can create an innovative, effective, and liberating learning environment for students.

Thus, teacher readiness has a direct impact on IKM quality of learning and student achievement at school (Azizah et al., 2023).

Effect of Teacher Motivation on IKM

IKM results of statistical data show that teacher motivation has a significant influence on the successful implementation of the IKM. Motivation plays an important role in curriculum implementation because it affects teachers' active involvement, willingness to learn, skill development, receipt of information, and independence in learning. Therefore, learning motivation has a significant impact on curriculum implementation (Yuliati Eka Asi et al., 2022). Motivation plays a crucial role in influencing teacher performance. Motivated teachers tend to be more productive, have resilience and consistency in facing learning challenges, and can think creatively and innovatively in designing and delivering subject matter. Motivation also impacts job satisfaction and commitment to IKM school or educational institution, which ultimately contributes to improving overall performance in shaping and advancing future generations. Therefore, maintaining teacher motivation is an important factor in improving IKM overall quality of education (Haedar et al., 2021). In line with Hartanti's research, Astrid Setianing (2018) stated that motivation has a significant positive influence on teacher performance, as shown in this study. This study highlights the importance of motivation in improving teacher performance by finding that improvements in professional competence and work motivation have a positive impact on overall performance. Regression analysis also shows that improving professional competence and work motivation leads to improved teacher performance (Hartanti & Yuniarsih, 2018).

CONCLUSION

From the IKM results of the data analysis conducted, it can be concluded that the Level of Teacher Readiness and Teacher Motivation has a positive and significant influence on IKM. The variables, the Level of Teacher Readiness and Teacher Motivation individually and together play an important role in improving the quality of teaching and student learning success.

Therefore, teachers need to pay attention and increase the level of readiness and motivation in carrying out teaching tasks. Thus, efforts to improve the quality of education with IKM can be achieved through increasing the readiness and motivation of teachers

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