

READINESS OF ELEMENTARY SCHOOL TEACHERS IN APPLYING PROTOTYPE CURRICULUM

Arrofa Acesta¹,

¹ PGSD, FKIP, Universitas Kuningan
arrofa.acesta@uniku.ac.id

Ndaru Mukti Oktaviani²,

² PGSD, FKIP, Universitas Kuningan

Isnaini Wulandari³

³ PGSD, FKIP, Universitas Kuningan

ABSTRACT

The prototype curriculum is a curriculum that encourages learning according to students' abilities, provides space for character development and basic competencies. Teacher readiness has an important role in ensuring the implementation of the prototype curriculum. The purpose of this study was to determine the readiness of elementary school teachers to implement the prototype curriculum in Kuningan District. This research is included in the type of survey research with a quantitative descriptive approach. Techniques used to collect the data in this study were questionnaires and interviews. Data analysis techniques for the data obtained from the questionnaire will be processing carried out in the following stages 1) editing, 2) scoring, 3) tabulation. The results showed in general percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District is 73.60%. That's means overall percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District are in a good category. For each dimension obtained the percentage results on the emotive-attitudinal dimension for elementary school teachers specifically teaching grade I in Kuningan district is 95.20%, the percentage on the cognitive-readiness dimension is 71.29%, and the percentage on the behavioral readiness dimension is 78,56 %.

Keywords: readiness; teacher; curriculum prototype

Riwayat

Diterima: 12-11-2023
Direvisi: 15-11-2023
Disetujui: 27-11-2023
Dipublikasi : 30-11-2023

Pengutipan APA

Acesta, Arrofa., Ndaru, Mukti, O., Isnaini Wulandari. (2023).
READINESS OF ELEMENTARY SCHOOL TEACHERS IN
APPLYING PROTOTYPE CURRICULUM. *Pedagogi: Jurnal
Penelitian Pendidikan*, 10(2).
doi:<https://doi.org/10.25134/pedagogi.v10i2.9390>

INTRODUCTION

Quality education is the right of every citizen. This is because education can be a facility for national development in all fields (Asy'ari & Hamami, 2020). One of the efforts taken by the government to improve the quality of education is through curriculum development. This step was taken with the view that in the practice, the curriculum is always related to something that is used as a guideline in educational activities, including teaching and learning activities (Herlyana & Afriyansyah, 2019). This is not surprising because the curriculum is a description of the vision, mission, and goals of education (Bahri, 2011). Furthermore, the curriculum can be said to be the

The essence of education lies in the cultivation of a fitting curriculum, thereby paving the way for the attainment of quality education (Oktaviani & Wulandari, 2019). In the practice, the success of the teaching and learning process can be realized by developing a good curriculum (Supriyoko, Nisa, & Uktolseja, 2022).

On the implementation, developing curriculum can occur at any time according to the needs of the circumstances (Arifai, 2019). This occurs because the curriculum is dynamic toward change, so the curriculum is required to be flexible and futuristic. That means the curriculum must be able to adapt to the dynamics of change and be able to use a problem-solving approach in anticipating change. Indonesia as a developing country cannot escape the dynamics of curriculum change. The curriculum in Indonesia has indeed undergone changes several times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, and 2004, 2006 to the 2013 curriculum (Alhamuddin, 2014). The latest change in curriculum is the prototype curriculum.

The prototype curriculum emerged after the results of the 2013 curriculum evaluation, firstly the components of the 2013 curriculum learning tools were too many, making it difficult for teachers to make plans. Second, detailed competency formulations are difficult for teachers to understand. Third, the strategies for outreach, training, and mentoring as well as monitoring the implementation of the 2013 curriculum have not been implemented optimally. Fourth, there are still many supervisors, principals, and teachers who lack understanding. Fifth, the ability and performance of teachers and improving the quality of education are not yet optimal because the strategies for outreach, training, and mentoring as well as monitoring the implementation of the 2013 curriculum are still not optimal (BPPP, 2021). This condition was further worsened when learning was changed to online due to the Coronavirus pandemic. Therefore, the prototype curriculum was developed as a competency-based curriculum that is used to support learning recovery by implementing project-based learning (Kemdikbud, 2022). The prototype curriculum is a curriculum that encourages learning according to student's abilities and provides a wider space for character development and basic competencies (BSKAP, 2021). In addition, according to the head of the Education Standards, Curriculum and Assessment Agency (BSKAP), the Prototype curriculum aims to provide a wider space for character development and basic student competencies, such as literacy and numeracy (Kemdikbud, 2021). Furthermore, the prototype curriculum has the following characteristics: 1) Project-based designed learning for the development of soft skills and character (faith, piety, and noble character; mutual cooperation; global diversity; independence; critical reasoning; creativity). 2) Focus on essential material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy. 3) The flexibility of the teacher to carry out learning according to students' abilities (teach at the right level) and make adjustments to the context and local content (Supangat, 2021).

The application of the prototype curriculum can be done in four stages based on capacity and determination of educational unit targets as follows: 1) Simple complexity stage, at this stage the educational unit will follow examples that have been provided or trained. 2) The basic complexity stage, at this stage the education unit makes modifications referring to examples provided or trained. 3) Medium complexity stage, at this stage the educational unit is

Conducting development according to the context of the education unit by involving school residents and limited society. 4) The high complexity stage, at this stage the educational unit performs development according to the context of the education unit by involving the school community widely (Kemdikbud, 2021). Through the stages described, the education unit has three options for implementing the prototype curriculum in stages. The first option is training in the first year and implementation in the second year. The second option is first-year training and/or implementation with simple/basic complexity. The third option is first-year training and/or deployment with complexity currently. The choice is left directly to the education unit which will implement the prototype curriculum according to the ability of the education unit. Education unit readiness is related to teacher readiness because teachers play an important role in inculcating the knowledge, values, and skills needed for sustainability (Peedikayil, Vijayan, & Kaliappan, 2022).

Teacher readiness has an important role in ensuring the implementation of the new curriculum, as well as in implementing the prototype curriculum. Teacher readiness is a situation that shows a sense of readiness both physically and mentally in the form of knowledge and skills possessed in carrying out their profession as a teacher to achieve the goals that have been set before (Hastutu, Arisanty, Mahya, Angriani, & Setiawan, 2021). Furthermore, teacher readiness can be in the form of capability and skills to effectively adapt to the changes and reshape the educational system (Ocampo & Solina, 2021). Readiness is an important issue, without readiness in carrying out the curriculum in accordance with the established rules, the learning objectives and the learning process will not be achieved according to the maximum target (Saepuloh, 2018). This is because each policy in the development curriculum has a direct impact on the main executors in the field, specifically teachers (Oktaviani & Wulandari, 2019).

Readiness consist of three dimensions, 1) Emotive-Attitudinal Readiness: in emotive-attitudinal consist of emotionally ready to assume responsibility, enthusiastic, willing to adapt to the sometimes ambiguous and open-ended nature of experiential learning, comfortable with self-direction and autonomy, appreciate the intrinsic value of learning, 2) Cognitive Readiness: cognitive readiness consist of possess the cognitive and critical thinking skills necessary to succeed, aware of their own strengths and limitations, readily make connections between classroom learning and “real world” applications, aware of their personal values and willing to disclose them in the process, able to integrate concepts and tools from various academic disciplines. 3) Behavioral Readiness, this dimension consist of willing to function in a partnership with their peers and facilitators, adept at organizing time demands to achieve goals (Maddox, Forte, & Boozer, 2000).

Even though this prototype curriculum will be carried out in stages, teachers are still required to be ready, both cognitively, affectively, and psychomotor to carry out the policy. But in fact, it is not yet known how far the teacher's readiness is in implementing the prototype curriculum. Based on these conditions, it is necessary to conduct research on the readiness of Elementary School Teachers in implementing the Prototype Curriculum. This study aims to determine the readiness of elementary school teachers in implementing the prototype curriculum in the Kuningan District.

METHOD

Research Design

Research Design Research on the readiness of elementary school teachers in implementing the prototype curriculum in Kuningan District is included in the type of survey research with a quantitative descriptive approach. Survey is a study conducted to obtain data from certain natural (not artificial) places by distributing questionnaires, tests, and structured interviews, so they can be used to draw conclusions (Sugiyono, 2009). Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014).

Participant

Participant The population for this study is elementary school teachers specifically teachers in grade 1 in Kuningan District with a total population of 807. For retrieval of data in this study using the internet using g-form. So according to Gay and Diehl (1992) for descriptive research the sample should be 10% of population (Hill, 1996). Therefore, the sample in this study was 82. The sampling technique used is random sampling. Interview aim to confirm and obtain in-depth data about the teacher readiness in implementing the prototype curriculum.

Procedure

Procedure The steps in this survey research follow according to Rea and Parker consist of ten steps as presented in Figure 1 (Sukmadinata, 2010)

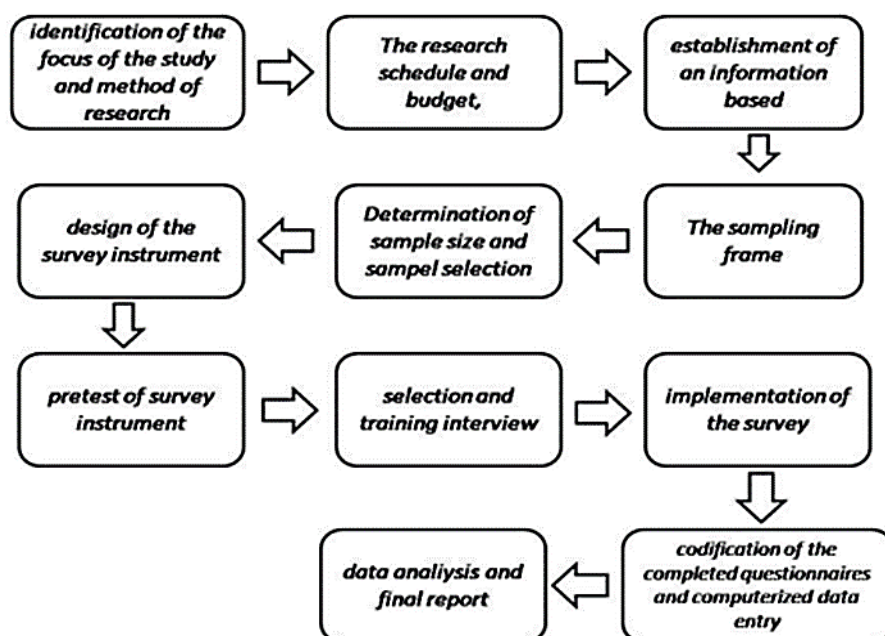


Figure 1. Survey Research Steps

Instrument

Techniques used to collect the data in this study were questionnaires and interviews. The questionnaires consist of 20 statements that consist of 3 dimensions with 12 indicators that presented in the table 1. Table 1. Indicator of teacher readiness

[82]

Table 1. Indicator of teacher readiness

Dimensions	Indicator of teacher readiness	Statement Number
Emotive-Attitudinal Readiness	Emotionally ready to assume responsibility	1
	Enthusiastic about learning	2
	Willing to adapt to the sometimes ambiguous and open-ended nature of experiential learning	3
	Comfortable with self-direction and autonomy	4
	Appreciate the intrinsic value of learning	19
Cognitive Readiness	Possess the cognitive and critical thinking skills necessary to succeed	6, 7, 12,13,15,16
	Aware of their own strengths and limitations	8
	Readily make connections between classroom learning and “real world” applications	9,11
	Aware of their personal values and willing to disclose them in the process	10,17
	Able to integrate concepts and tools from various academic discipline	14
Behavioral Readiness	Willing to function in a partnership with their peers and facilitators	5,18
	Adept at organizing time demands to achieve goals	20

The questionnaire is arranged according to teacher readiness theory, according to Maddox, Forte, & Boozer. The questionnaire has been validated by expert judgment using Aikens-V which gets a score of 0.825, where this score is in the range from 0 to 1.00, so the Aiken's V score in the validator table can be interpreted as a high enough coefficient for each indicator. Meanwhile, to calculate the reliability of the questionnaire using the alpha Cronbach's formula. The alpha cronbach score that obtained in this questionnaire is 0.829, so it can be said the questionnaire that was used is reliable or consistent.

Data Analysis

Data analysis techniques for the data obtained from the questionnaire will be processing carried out in the following stages:

1. Editing

Editing data means improving the quality of data and eliminating doubts. In other words, the data or information that has been collected in the list of statements in the questionnaire or even in the interview guide needs to be read again and corrected if it is seen that there are still things that are wrong or doubtful. The author must be able to ensure that the respondent has completely filled out all the statements in the questionnaire.

2. Scoring

Scoring is an activity of giving a rate to respondents' answers by placing a number on each answer. The measurement will produce data in the form of a score. Measurement and data collection are done by giving a score to the respondent's answers on each item, then adding up all items. Scoring in this questionnaire according to Purwanto (2008) consists of four scores as follows:

Table 2. Scoring in questionnaire

Choice of answers Type 1	Choice of answers Type 2	Score
Not Ready	Don't Understand	Score 1
Less Prepared	Less Understanding	Score 2
Ready	Understand	Score 3
Very well prepared	Strongly Understanding	Score 4

Furthermore, the percentage of the value of the respondents' answers is obtained through the formula: $\frac{\text{The Value Of The Answer Score}}{\text{Expected Value}} \times 100\%$ Explanation of the formula above

The value of the answer score is the result of the score of each classification of the respondent's answer. While expected value is the number of multiplications between the number of respondents and the number of question items with the highest score.

3. Tabulation

Tabulation is the last part of data processing. The purpose of tabulation is to enter data in a particular table and arrange the numbers and calculate them. The data that has been classified according to the group is then tabulated into a table. Furthermore, the results of the questionnaire data according to the criteria are calculated by weighting the value. While processing the data from the interviews were done by rewriting the results of the interviews based on the group of indicators. The data analysis technique used in this study is descriptive analysis. In this study, the analysis of quantitative data obtained from the answers to the questionnaire is done by separating the data into similar parts, as well as looking for the average value and percentage of the respondents' answers. The percentage results obtained are interpreted in qualitative sentences, as follows:

Table 3. Qualitative Interpretation From The Percentages (Sugiyono, 2017)

Percentages	Category
85%-100%	Very Good
69%-84%	Good
53%-68%	Enough
37%-52%	Less
0%-36%	Very less

RESULTS AND DISCUSSION

Results

Respondents are elementary school teachers specifically teachers in grade I in Kuningan District, West Java. Of the 807 elementary school teachers who specifically teacher in grade I, there was 82 teachers were used as research subject respondents. If this sample is represented by the total population, then a percentage of 10% is obtained. This basically meets the requirements, because according to Gay and Diehl (1992) for descriptive research, the sample should be 10% of the population (Hill, 1996). So the percentage of 10% of the total population can be justified. The number of research subjects was carried out using random sampling where the number of respondents was taken randomly. So that every individual in the population has the same opportunity to be a research subject. Respondents in this study consisted of teachers who had status as civil servant teachers and non-civil servant teachers. Where based on the data obtained it is known that civil servant teachers are 59% and teachers with non-civil servant status are 41% which will be presented in Figure 2.

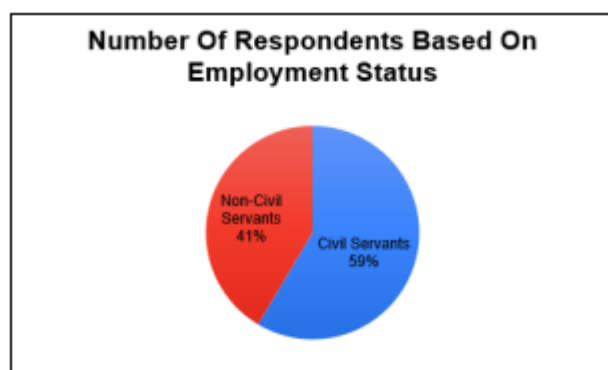


Figure 2. Number Of Respondents Based On Employment Status

Research on the readiness of elementary school teachers in implementing the prototype curriculum in Kuningan District was carried out using a closed questionnaire and obtained the following results

Table 4. Percentages Of Readiness of Elementary School Teachers To Implement Curriculum Prototypes in Kuningan Distric

Dimensions	Precentages	Categories
Emotive-Attitudinal Readines	95,20 %	Very Good
Cognitive Readiness	71,29 %	Good
Behavioral Readiness	78,56 %	Good

Based on table 4 above, the percentage results on the emotive-attitudinal dimension for elementary school teachers specifically teaching grade I in Kuningan District is 95.20%are in a very good category, the percentage on the cognitive-readiness dimension is 71.29% are in a good category, the percentage on the behavioral readiness dimension is 78,56 % are in a good category. Furthermore, the overall percentage of readiness of elementary school teachers to

[85]

implement the prototype curriculum in Kuningan District is 73.60%. That's means overall percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District are in a good category. In addition, the results of the percentage level of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District for each dimension will be presented as follows.

Table 5. Percentages Of Dimension Emotive-Attitudinal Readiness To Implement Curriculum Prototypes in Kuningan District

Dimensions	Indicator of teacher readiness	Percentage	Category
Emotive Attitudinal Readiness	Emotionally ready to assume responsibility	79,573 %	Good
	Enthusiastic about learning	75,61 %	Good
	Willing to adapt to the sometimes ambiguous and open-ended nature of experiential learning	79,573 %	Good
	Comfortable with self-direction and autonomy	78 %	Good
	Appreciate the intrinsic value of learning	68,29 %	Enough

Table 6. Percentages Of Dimension Cognitive Readiness To Implement Curriculum Prototypes in Kuningan District

Dimensions	Indicator of teacher readiness	Percentage	Category
Cognitive Readiness	Possess the cognitive and critical thinking skills necessary to succeed	71,56 %	Good
	Aware of their own strengths and limitations	48 %	Less
	Readily make connections between classroom learning and "real world" applications	72,1 %	Good
	Aware of their personal values and willing to disclose them in the process	84,76 %	Good
	Able to integrate concepts and tools from various academic discipline	62,33%	Enough

Table 7. Percentages Of Dimension Cognitive Readiness To Implement Curriculum Prototypes in Kuningan District

Dimensions	Indicator of teacher readiness	Percentage	Category
Behavioral Readiness	Willing to function in a partnership with their peers and facilitators	79,42 %	Good
	Adept at organizing time demands to achieve goals	76,829 %	Good

Based on table 5 above, the percentage results for the emotive-attitudinal dimension of elementary school teachers in Kuningan District for each indicator show that most of the indicators on the emotive-attitudinal dimension are in a good category because the percentages obtained are between 69% -84%. However, there is one indicator that is in enough category, namely in the appreciate the intrinsic value of learning category which obtains a percentage of 68.29%.

Furthermore, based on table 6 above, the percentage results obtained on the cognitive readiness dimension of elementary school teachers in Kuningan District for each indicator show that on the possess indicator the cognitive and critical thinking skills necessary to succeed, readily make connections between classroom learning and “real world” applications, and aware of their personal values and willing to disclose them in the process are in a good category however, there is one indicator that is in enough category and one indicator in the less category.

One indicator that is in the sufficient category is the able to integrate concepts and tools from various academic disciplines indicator with a percentage of 62.33%. While the aware of their own strengths and limitations indicator is in the less category with a percentage of 48%. Based on table 7 above, the percentage results for the behavioral readiness dimension of elementary school teachers in Kuningan District for each indicator show are in a good category.

Discussion

A curriculum is one of the tools used to achieve goals in education. So, to ensure the quality of education, the curriculum needs to be developed and fixed so that it is able to adjust to the rate of development of science and technology, as well as the needs of society. One of the steps is to put forward the human resources involved in curriculum reform emphasizing the distinctiveness of their role for each stage (Niculescu & Norel, 2013). The human resource in this context referred to a teacher. Because the process of curriculum development requires teachers to act and reflect on society's needs in each stage of the development process (Alsubaie, 2016). Furthermore, teachers as learning agents must be ready to face change and of course, must keep up with the time (Syahria, et al., 2022).

Teacher readiness in facing curriculum development is important, to ensure success in the implementation of the curriculum. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort (Rani, 2019). While readiness itself can be achieved through a proactive effort by change agents to prepare organizational members for upcoming changes (Bernerth, 2004). So to implement the new curriculum teacher readiness is crucial.

Based on the results of the data from this study it is known that in general percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District is 73.60%. That's means overall percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District are in a good category. Furthermore, for each dimension obtained the percentage results on the emotive-attitudinal dimension for elementary school teachers specifically teaching grade I in Kuningan district is 95.20%, the percentage on the cognitive-readiness dimension is 71.29%, and the percentage on the behavioral readiness dimension is 78,56% Curriculum itself was designed by the government depends on how the curriculum was implemented (Reskiawan & Idris, 2021). So, the more ready a teacher to implement the curriculum, the better the implementation of the curriculum will lead to improving the quality of education.

Based on the data in table 5 it is known that on the emotive-attitudinal readiness dimension, it is known that there is one indicator that is included in the enough category, namely appreciate the intrinsic value of learning with a percentage of 68.29%. The relationship between intrinsic value and educational value is sometimes appealed to in discussions about whatought to be taught in schools (Gatley, 2021). So, what is said to appreciate the intrinsic value here is knowing and being able to apply prototype curriculum in the learning. Furthermore based on the results of the interviews it is known that on this indicator most teachers feel they have not mastered the implementation of the prototype curriculum in learning, besides that the obstacle is managing the time in implementing this new curriculum in the learning process.

Based on the data in table 6 it is known that on the dimension cognitive readiness, it is known that there is one indicator that is included in the less category, namely aware of their own strengths and limitations with a percentage of 48%. On the other hand, we can identify people who are aware of their own strengths and will be high performers. Because as a matter of fact, people who know and manage themselves stay calm and focused under pressure, handle ongoing stress, find satisfaction and joy in their work and personal life, and find more energy for work and life (Stark & Baumgartner, 2006). With awareness of their own strengths, and weaknesses people can build their own self-regulation. Self regulated itself is a self-regulating process of ideas, changing habits, attention, and actions that can be taken to help maintain and improve performance (Sutikno, 2016). So in short it can be said awareness of their own strengths and weaknesses can encourage people to build their self-regulation to improve performance.

In addition to the indicators being aware of their own strengths and limitations in the cognitive readiness dimension there is one indicator namely being able to integrate concepts and tools from various academic disciplines in the enough category with a percentage of 62.33%. Being able to integrate concepts fundamentally can help create active learning techniques that will help students to gain exposure to these topics in a stimulating and interactive environment (Wrenn & Wrenn, 2009). Which means if the teacher is not ready to apply this indicator it can directly impact students as curriculum users.

Apart from the three indicators discussed above, other categories in readiness of elementary school teachers to implement the prototype curriculum is in good category because the percentages obtained are between 69% -84%. In essence, a state of readiness teacher must be created (Holt, Armenakis, Feild, & Harris, 2007). Especially teacher readinees to implement the new curriculum, because readiness of teachers' influence on the implemented curriculum (Lang, 1992).

CONCLUSION

The conclusion obtained from this study is known that in general percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District is 73.60%. That's means overall percentage of readiness of elementary school teachers to implement the prototype curriculum in Kuningan District are in a good category. Furthermore, for each dimension obtained the percentage results on the emotive-attitudinal dimension for elementary school teachers specifically teaching grade I in Kuningan district is 95.20%, the percentage on the cognitive-readiness dimension is 71.29%, and the percentage on the behavioral readiness dimension is 78,56 %. So, the more ready a teacher to implement the curriculum, the better the implementation of the curriculum will lead to improving the quality of education.

The limitation of this study is that research on data entry is carried out online, so it takes quite a long time to get the appropriate number of respondents. Based on the result of this study, the researcher has several suggestions, for teachers who need to improve their self-regulation to encourage their readiness to implement the prototype curriculum

ACKNOWLEDGMENTS (OPTIONAL)

Thank you to Universitas Kuningan for providing research funds. We also thank the teachers of primary education in Kuningan District, Indonesia who have participated in this research.

REFERENCES

- Alhamuddin. (2014, Oktober). Sejarah Kurikulum Di Indonesia. *Jurnal Nur El-Islam*, 1(2).
- Alsubaie, M. (2016). Curriculum Development: Teacher Involvement in Curriculum Development . *Journal of Education and Practice*, 106-107.
- Arifai, A. (2019, Desember). Pengembangan Kurikulum Masa Depan. *Jurnal Tarbiyah Islamiyah*, 4(2).
- Asy'ari, A., & Hamami, T. (2020). Strategi Pengembangan Kurikulum Menghadapi Tuntutan Kompetensi Abad 21. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, 19-30. doi:<https://doi.org/10.37542/iq.v3i01.52>
- Bahri, S. (2011). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*.
- Bernerth, J. (2004). Expanding Our Understanding Pf the Change Message . *Human Resource Development Review*, 36-52.
- BPPP. (2021). Laporan Hasil Evaluasi Kurikulum 2013 (Paud, SD, SMP, SMA, SMK, Pendidikan Keaksaraan Dan Kesetaraan, Dan Pendidikan Khusus). Jakarta: Kemendikbud.
- BSKAP. (2021). Kebijakan Kurikulum Untuk Membantu Pemulihan Pembelajaran. Jakarta: Kemendikbud.
- Creswell, J. (2014). *Research design : qualitative, quantitative, and mixed methods approaches*. Londong: Creswell, John W.
- Gatley, J. (2021). Intrinsic value and educational value. *Journal of Philosophy of Education* , 1- 13.

- Hastutu, K., Arisanty, D., Mahya, I., Angriani, P., & Setiawan, F. (2021). Teachers' Readiness for e-Learning During the COVID-19 Pandemic: A Case Study of High School Geography Teachers. The 2nd International Conference on Education, Language, Literature, and Arts (ICELLA 2021) (pp. 96-103). Banjarmasin: Atlantis Press.
- Herlyana, R., & Afriyansyah, H. (2019). *Pengelolaan Kurikulum dan Pembelajaran*. Padang: OSF.
- Hill, R. (1996). WHAT SAMPLE SIZE is "ENOUGH" in INTERNET SURVEY RESEARCH? IPCT-J, 1- 10.
- Holt, D., Armenakis, S., Feild, H., & Harris, S. (2007). Readiness For Organizational Change: The Systematic Development Of a Scale. The Journal of Applied Behavioral Science, 232-255. doi:<https://doi.org/10.1177/0021886306295295>
- Kemdikbud. (2021). Kemendikbudristek Dorong Sekolah Memahami Opsi Kurikulum Prototipe Untuk Pulihkan Pembelajaran. Retrieved from <https://www.kemdikbud.go.id/>.
- Kemdikbud. (2021). Kurikulum Prototipe Sebagai Opsi Dukung Pemulihan Pembelajaran. SIARAN PERS Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor: 818/sipres/A6/XII/2021. Retrieved from www.kemdikbud.go.id.
- Kemdikbud. (2022). Kurikulum Prototipe Prototipe Utamakan Pembelajaran Berbasis Proyek. Retrieved from <https://www.kemdikbud.go.id/>.
- Lang, M. (1992). Computer Readiness of Teachers . Computers & Education, 301-308.
- Maddox, N., Forte, M., & Boozer, R. (2000). Learning Readiness: An Underappreciated Yet Vital Dimension in Experiential Learning. Developments in Business Simulation & Experiential Learning, 272-278.
- Niculescu, R., & Norel, M. (2013). Human Resources as Leading and Supporting Actors of a Curriculum Reform. 1st World Congress of Administrative & Political Sciences (ADPOL-2012) (pp. 122-125). Antalya, Turkey: Elsevier.
- Ocampo, L., & Solina, A. (2021). Exploring Teachers' Readiness in Coping With The Challenges Of Covid-19 Pandemic: Basis For Academic Transition Program. Psychology And Education, 265-272.
- Oktaviani, N., & Wulandari, I. (2019). *Problematisasi Penerapan Kurikulum 2013 di Sekolah Dasar*. Yogyakarta: K-Media.
- Peedikayil, J., Vijayan, V., & Kaliappan, T. (2022). Teachers' attitude towards education for sustainable development: A descriptive research. International Journal of Evaluation and Research in Education (IJERE), 86-95. doi:DOI: 10.11591/ijere.v12i1.23019
- Purwanto. (2008). *Metode Penelitian Kuantitatif untuk psikologi dan Pendidikan*. . Yogyakarta: Pustaka Pelajar.
- Rani, S. (2019). Role Of Teacher as Curriculum Maker. Journal of Emerging Technologies and Innovative Research (JETIR) , 198-202.
- Reskiawan, B., & Idris, H. (2021). Teachers' Readiness in Teaching English Based on Curriculum 2013 at Madrasah Tsanawiyah Negeri 1 Kolaka. ELT Worldwide , 127-138.
- Saepuloh, D. (2018). Kesiapan Guru Dalam Melaksanakan Pembelajaran Kurikulum 2013 . J I P I S, 33-50.

- Stark, S., & Baumgartner, P. (2006). The why, what, and how of self-awareness. Canada: Performance Coaching Inc.
- Sugiyono. (2009). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Sugiyono. (2017). Metode Penelitian dan & Pengembangan (Research and Development). Yogyakarta: Alfabeta Bandung.
- Sukmadinata. (2010). Metode Penelitian Pendidikan. Bandung: PT. Remaja Rosdakarya.
- Supangat. (2021). Kurikulum 2022 Mengenal Kurikulum Prototipe bagi Sekolah dan Guru. Depok: School Principal Academy.
- Supriyoko, S., Nisa, A., & Uktolseja, N. (2022). The nature-based school curriculum: A solution to learning-teaching that promotes students' freedom. Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan, 643-652. doi:<https://doi.org/10.21831/cp.v41i2.47903>
- Sutikno. (2016). Kontribusi Self Regulated Learning Dalam Pembelajaran. Dewantara, 188-203.
- Syahria, Asrial, Sabil, H., Kurniawan, D., Perdana, R., & Fadillah, P. (2022). Content analysis of character value indicators in class v textbooks integrated thematic curriculum 2013 theme 7 subtheme 1. Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran, 69-87.
- Wrenn, J., & Wrenn, B. (2009). Enhancing Learning by Integrating Theory and Practice . International Journal of Teaching and Learning in Higher Education, 258-265.