

**ENGLISH TEACHER'S READINESS OF INDEPENDENT
CURRICULUM IMPLEMENTATION: A SINGLE CASE STUDY**

**By
AINA KAMILA**



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN**

2025

**ENGLISH TEACHER'S READINESS OF INDEPENDENT
CURRICULUM IMPLEMENTATION: A SINGLE CASE STUDY**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

AINA KAMILA
210101030212

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2025**

STATEMENT OF AUTHENTICITY

I, the undersigned, Aina Kamila, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 14 Mei 2025

The writer,



Aina Kamila



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-179/Un.14/III.1.f/PP.00.9/05/2025

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Aina Kamila
NIM : 210101030212
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

English Teacher's Readiness of Independent Curriculum Implementation: A single Case Study

Hasil Uji Plagiasi : 9 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.drillbitplagiarismcheck.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

"Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 27 Mei 2025

Ketua Program Studi
Tadris Bahasa Inggris



Atifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : English Teacher Readiness of Independent Curriculum
Implementation: A Single Case Study
Name : Aina Kamila
SRN : 210101030212
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2024/2025
Place/Date of Birth : Lok Baintan, 30 Januari 2002
Address : Ds. Lok Baintan Kec. Sungai Tabuk Kab. Banjar

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 14 Mei 2025

Advisor



Nani Hizriani, S. Pd, M.A.
NIP. 19771122003122001

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Inda Sari, S.S., M. Pd
NIP. 198711102015032004

VALIDATION

Title: English Teacher Readiness of Independent Curriculum Implementation: A Single Case Study

Name Aina Kamila SRN 210101030212, has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday
Date : 04 June 2025
Score : 80,6 (A)



Dean Faculty of Tarbiyah and Teacher
Training
UIN Antasari Banjarmasin

Dr. H. Hamdan, M. Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	Hj. Nani Hizriani, S.Pd, MA.	
2.	Dra. Andi Irlina, M. HUM	
3.	Hidayah Nor, S. Pd, M.Pd	

ABSTRACT

Aina, Kamila. 210101030212. English teacher's readiness of Independent Curriculum Implementation: A Single Case Study. Undergraduate Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Hj. Nani Hizriani, S. Pd, MA. 2025.

Keywords: Cognitive readiness, English teacher, Independent Curriculum, curriculum implementation, elementary school

This study aims to explore the cognitive readiness of an English teacher at MIN 11 Banjar in implementing the Independent Curriculum and to identify the challenges encountered during the process. The research focuses on four indicators of cognitive readiness: understanding of curriculum principles, development of teaching modules, utilization of learning resource, and implementation of assessment. The research employed a qualitative case study approach involving one English teacher as the subject. Data were collected through interviews and classroom observations and were analyzed descriptively. The findings reveal that the teacher demonstrated moderate cognitive readiness. She showed a basic understanding of curriculum principles, attempted to use varied learning resource, and conducted assessment practices. However, the teacher encountered significant challenges, particularly in independently developing contextual modules, adapting learning resource to student needs, and designing authentic assessments. These difficulties were attributed to limited training, lack of technical support, and insufficient practical experience. The study concludes that while the teacher shows commitment and willingness to implement the curriculum, her cognitive readiness still needs improvement, especially in planning and executing instruction based on the curriculum's flexibility and student-centered approach. Further training and mentoring are recommended to enhance teachers' cognitive competencies in curriculum implementation.

ABSTRAK

Aina, Kamila. 210101030212. *English teacher's readiness of Independent Curriculum Implementation: A Single Case Study*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hj. Nani Hizriani, S. Pd, MA. 2025

Kata kunci: kesiapan kognitif, guru Bahasa Inggris, Kurikulum Merdeka, implementasi kurikulum, Sekolah dasar.

Penelitian ini bertujuan untuk mengeksplorasi kesiapan kognitif seorang guru bahasa Inggris di MIN 11 Banjar dalam menerapkan Kurikulum Mandiri serta mengidentifikasi tantangan yang dihadapi selama proses tersebut. Penelitian ini berfokus pada empat indikator kesiapan kognitif: pemahaman prinsip kurikulum, pengembangan modul pembelajaran, pemanfaatan sumber belajar, dan pelaksanaan penilaian. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan satu guru bahasa Inggris sebagai subjek. Data dikumpulkan melalui wawancara dan observasi kelas, kemudian dianalisis secara deskriptif. Temuan menunjukkan bahwa guru tersebut menunjukkan kesiapan kognitif yang moderat. Ia memiliki pemahaman dasar tentang prinsip-prinsip kurikulum, berusaha menggunakan sumber belajar yang beragam, dan melaksanakan praktik penilaian. Namun, guru tersebut menghadapi tantangan signifikan, terutama dalam mengembangkan modul kontekstual secara mandiri, menyesuaikan sumber belajar dengan kebutuhan siswa, dan merancang penilaian autentik. Kesulitan ini disebabkan oleh pelatihan yang terbatas, kurangnya dukungan teknis, dan pengalaman praktis yang tidak memadai. Studi ini menyimpulkan bahwa meskipun guru menunjukkan komitmen dan kemauan untuk menerapkan kurikulum, kesiapan kognitifnya masih perlu ditingkatkan, terutama dalam merencanakan dan melaksanakan pengajaran berdasarkan fleksibilitas kurikulum dan pendekatan berpusat pada siswa. Pelatihan dan bimbingan lebih lanjut direkomendasikan untuk meningkatkan kompetensi kognitif guru dalam implementasi kurikulum.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين. الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا ومولانا محمد وعلى آله وصحبه أجمعين. اما بعد

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “English teacher’s readiness of Independent Curriculum Implementation: A Single Case Study”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M. Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Afifah Linda Sari, S.S, M. Pd, as the Head of English Education Department for the assistance and motivation.
3. My academic advisors, Nur Laila Kadariah, S. Ag, M. Pd. as the advisor and guidance of content and research methods for the advice, helps, suggestion and correction.
4. My thesis advisors, Hj. Nani Hizriani, S. Pd. M.A. as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. The secretary of English Education Department, Hidayah Nor, M. Pd, for her supporting in any competition on my college.
6. Nor Faizah Hayati, S.Pd as the staff of English Education Department for the assistance and motivation.
7. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
8. The teacher of MIN 11 Banjar for his willingness to become a participant on this research.
9. My beloved parents, H. Baidi, S. Pd. and Hj. Darhana, S. Pd. who always pray for goodness and success for their children, always provide affection, love,

support, and motivation. It is an honorable thing to have parents who support their children to achieve their goals.

10. Thanks to all my beloved family, who have given the best support and prayers for me to be able to complete this thesis.
11. Mariyana Sukma, Eka Nurul Aini, and all college friends who helped the researcher a lot in working on the thesis and never stopped supporting each other.
12. Muhammad Rizki Akbari, thanks for being part of the preparation of this thesis and always supporting, entertaining, listening to complaints, and motivating me to never give up.
13. Last but not least, thank you to myself, for being able to put in the effort and fight this hard.

Finally, the writer hopes that this research will be useful for the next researcher. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulqaidah 06, 26th 1446 A.H

Mei, 05th, 2025 A.D



Aina Kamila

CONTENTS

TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
PLAGIARISM CERTIFICATE	vii
APPROVAL	viii
VALIDATION	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
CHAPTER I	1
INTRODUCTION	1
A. Background of Study.....	1
B. Definition of Key Terms	6
1. English Teacher:.....	6
2. Cognitive Readiness:.....	6
3. Independent Curriculum Implementation:	7
C. Research Questions	7
D. Objectives of Study	7
E. Significance of Study	8
CHAPTER II.....	9
THEORETICAL REVIEW	9
A. English teacher's readiness	9
B. English teacher's readiness in Implementing Independent Curriculum	10
C. Implementation of Independent Curriculum	14
E. Review of Previous Study	21
CHAPTER III	26
RESEARCH METHOD.....	26
A. Research Design.....	26

B. Research Setting.....	31
C. Participant	31
D. Data	32
E. Technique of Data Collection	32
F. Research Instrument.....	34
G. Data Analysis	36
CHAPTER IV	39
FINDINGS AND DISCUSSION.....	39
CHAPTER V.....	65
CLOSURE	65
REFERENCES	69
APPENDICES.....	72
Appendix I. Translation of Al-Qur'an.....	72
Appendix II. Research Instrument	73
Appendix III. Research Letter	75
Appendix IV. Photographs	77
Appendix V. Consultation Notes	78
CURRICULUM VITAE	79