

ABSTRACT

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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

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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.