

TEACHER READINESS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM AT MADRASAH TSANAWIYAH

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Abstract

This study aims to determine the madrasah readiness in implementing the Independent Learning Curriculum (Kurikulum Merdeka Belajar). The research applies a mixed-method approach, specifically a combination of qualitative and quantitative research with the concurrent triangulation strategy model. Data collection techniques involve interviews, questionnaires, and documentation. The research findings are as follows: 1) Teachers' readiness in implementing the Independent Learning Curriculum, encompassing dimensions such as a) teachers' knowledge falls into the "ready" category; b) self-development efforts are categorized as "ready"; and c) teachers' readiness in teaching is also categorized as "ready." Therefore, we can conclude that, overall, teachers fall into the "ready" category. 2) The readiness of facilities and infrastructure at MTsN 1 Bone in implementing the Independent Learning Curriculum, which includes the following dimensions: a) Capacity and capacity in "ready" category; b) Learning facilities and infrastructure in "ready" category; c) Supporting facilities and infrastructure in "ready" category.

Keywords: *Madrasah Readiness, Independent Learning Curriculum*

Abstrak

Penelitian ini bertujuan untuk mengetahui kesiapan madrasah dalam menerapkan Kurikulum Merdeka Belajar (Kurikulum Merdeka Belajar). Penelitian ini menggunakan pendekatan mixed-method yaitu gabungan penelitian kualitatif dan kuantitatif dengan model strategi triangulasi konkuren. Teknik pengumpulan data meliputi wawancara, angket, dan dokumentasi. Temuan penelitian adalah sebagai berikut: 1) Kesiapan guru dalam melaksanakan Kurikulum Merdeka Belajar, meliputi dimensi seperti a) pengetahuan guru masuk dalam kategori "siap"; b) upaya pengembangan diri dikategorikan "siap"; dan c) kesiapan guru dalam mengajar juga dikategorikan "siap". Oleh karena itu, dapat disimpulkan bahwa secara keseluruhan guru masuk dalam kategori "siap". 2) Kesiapan sarana dan prasarana MTsN 1 Bone dalam melaksanakan Kurikulum Merdeka Belajar, yang meliputi dimensi sebagai berikut: a) Daya tampung dan kapasitas dalam kategori "siap"; b) Sarana dan prasarana pembelajaran dalam kategori "siap"; c) Sarana dan prasarana pendukung dalam kategori "siap".

Kata Kunci: *Kesiapan Madrasah, Kurikulum Merdeka Belajar*

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INTRODUCTION

One crucial element in determining the direction and objectives of education is the curriculum.¹ Minister of Education, Culture, Research, and Technology Nadiem Makarim has introduced a new curriculum known as the Independent Learning Curriculum (*Kurikulum Merdeka Belajar*), which began implementation in 2022 on an optional basis. This initiative aims to address the challenges posed by the Covid-19 pandemic and mitigate the impact of learning loss on students. Currently, the Independent Learning Curriculum has undergone a trial phase in 2,500 schools participating in the school/madrasah movement program and 895 vocational high schools (SMK) in Centers of Excellence. However, in reality, the implementation of this curriculum has elicited various responses from the public and educational institutions.

The Independent Learning Curriculum is designed to provide flexibility for educational institutions to create contextual operational curricula, ensuring that the applied learning aligns with the needs of the students.² The implementation of the previous curriculum also required several years before it was adopted by schools throughout various regions in Indonesia, owing to disparities in the quality of human resources and teachers' understanding.³ Granting this flexibility has dual implications; on one hand, it will be advantageous if schools/madrasahs, school principals, and teachers are prepared, but on the other hand, it may result in the opposite. The implementation of the new curriculum is likely to pose a challenge due to the lack of a balanced understanding between curriculum developers and curriculum users.⁴ The quality of teachers also significantly influences the quality of learning that will be implemented in the execution of the Independent Learning Curriculum.⁵ The demands of teacher leaders (*Guru Penggerak*) in every school/madrasah are high, as are the demands on teachers to learn the Independent Learning Curriculum independently through the Merdeka Mengajar platform provided by the government.⁶

In the early stages of the introduction of the Independent Learning Curriculum, a major problem has already emerged. According to the latest data released by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), 60% of teachers still have limited

¹ Rici Rahmawati et al., "Respon Guru Kimia Terhadap Kurikulum Prototipe," in *Prosiding Seminar Nasional Pendidikan Kimia* (Palembang, 2022), 52–60.

² Siaran Pers and dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, "Implementasi Kurikulum Merdeka Tetap Berjalan Sesuai Rencana," 2022, <https://ditpsd.kemdikbud.go.id/artikel/detail/siaran-pers-implementasi-kurikulum-merdeka-tetap-berjalan-sesuai-rencana>.

³ CNN Indonesia, "Kurikulum Baru Nadiem Dinilai Tak Pas Diterapkan Saat Pandemi," 2022, <https://www.cnnindonesia.com/nasional/20200912115333-20-545612/kurikulum-baru-nadiem-dinilai-tak-pas-diterapkan-saat-pandemi>.

⁴ Wiwin Andriani et al., "Learning Loss Dalam Pembelajaran Daring Di Masa Pandemi Corona," in *Seminar Nasional Teknologi Pembelajaran*, vol. 1, 2021, 484–501.

⁵ Muhammad Abdul Ilah, "Meningkatkan Kualitas Personal Pendidik; Upaya Menyiapkan Penerapan Kurikulum Prototipe," *QUDWATUNA* 3, no. 2 (2020): 168–82.

⁶ Sindo News, "Problematika Penerapan Kurikulum Merdeka," 2022, <https://nasional.sindonews.com/read/848451/18/problematika-penerapan-kurikulum-merdeka-1659791321>.

mastery of technology. This is evident from the ineffectiveness of distance learning in the past two years. Online learning has been conducted in a haphazard manner, resulting in significant learning loss. The government must be aware of this. It is not easy for a curriculum to be immediately implemented and expect teachers to learn and collaborate independently in all the demands of the Independent Learning Curriculum. The most fundamental thing to consider in the implementation of this new curriculum is the readiness of teachers to change the paradigm of classroom teaching practices. Teachers are required to think and act freely to implement learning that is on the side of learners, as mandated by the curriculum.⁷ So that the diverse nature, interests, talents, and potentials of students can grow optimally.

Based on several problems and previous research on the implementation of the free curriculum, it only discusses the response of teachers and leadership analysis towards the free learning policy. Such as in Rahmawati's research on the response of Chemistry teachers to the Prototype Curriculum⁸ and Muhammad Ihsan's research on teacher readiness for the implementation of the Independent Learning Curriculum.⁹ The preparation and socialization at the madrasah level are not as straightforward as the socialization at the public school level. This is evident from numerous research findings presented in various journals and articles discussing the implementation of the Independent Learning Curriculum in various public schools, such as the research conducted by Primanita Sholihah Rosmana et al¹⁰ Regarding the readiness of primary schools (SD), the readiness of infrastructure to support the implementation of the Independent Learning Curriculum in senior high schools (SMA)¹¹ and the readiness of teachers in vocational high schools (SMK).¹² Furthermore, there is a limited discussion on the readiness of Islamic schools (madrasah) in implementing the Independent Learning Curriculum, with a predominant focus on describing its application in Islamic Elementary Schools (Madrasah Ibtidaiyyah). The resolution methods employed in several previous studies were exclusively qualitative or quantitative, with no research completing the investigation using a mixed-method approach.

The preliminary interview results with the Vice Principal for the Curriculum at MTsN 1 Bone revealed that a challenge related to the readiness of the Madrasah in implementing the

⁷ Kompas, "Perubahan Kurikulum Indonesia Butuh "Committee of The Future"," 2023, <https://www.kompas.id/baca/opini/2023/01/15/perubahan-kurikulum-indonesia-butuh-committee-of-the-future>.

⁸ Rahmawati et al., "Respon Guru Kimia Terhadap Kurikulum Prototipe."

⁹ Muhammad Ihsan, "Kesiapan Guru Terhadap Implementasi Kurikulum Merdeka Belajar," 1 (Banjarmasin, 2022), <https://doi.org/10.20527/tmkm.v1i1.428>.

¹⁰ Primanita Sholihah Rosmana et al., "Kesiapan Sekolah Dasar Dalam Menerapkan Kurikulum Prototipe Untuk Menciptakan Generasi Yang Kreatif Dan Inovatif," *Equilibrium: Jurnal Pendidikan* 10, no. 2 (2022): 175–84, <https://doi.org/10.26618/equilibrium.v10i2.7262>.

¹¹ Vika Rizky Amali, "Manajemen Sarana Dan Prasarana Dalam Mendukung Implementasi Kuriikulum Merdeka Di SMAN 1 Plemahan" (IAIN Kendari, 2023).

¹² Imrotin Imrotin and Ifit Novita Sari, "Kesiapan Guru Bahasa Indonesia Sekolah Menengah Kejuruan (SMK) Dalam Menghadapi Program Merdeka Belajar," *Jurnal Guru Indonesia* 2, no. 1 (2022): 9–19.

Independent Learning Curriculum is the insufficient provision of training and workshops (Bimtek) for teachers. This curriculum differs from its predecessors, thus requiring readiness on the part of various stakeholders, including the readiness of schools/madrasahs located in the Bone Regency. Consequently, the researcher is intrigued to examine the readiness of the Madrasah in implementing the Independent Learning Curriculum at MTsN 1 Bone, with the aim of understanding the readiness of the Madrasah through the readiness of teachers in the implementation of the Independent Learning Curriculum.

METHOD

This research constitutes a field study, specifically categorized as mixed-method research, combining both qualitative and quantitative research approaches. The applied methodology utilizes the concurrent triangulation strategy as its design model. This design model is defined as a research method that integrates both qualitative and quantitative research methods simultaneously, both in data collection and analysis. Subsequently, the acquired data is compared to identify elements suitable for integration and differentiation¹³. Consequently, the acquired data becomes more comprehensive and accurate. The research was conducted at MTsN 1 Bone, located on Jend. Sukawati St., Manurunge Village, District of Tanete Riattang, Bone Regency, South Sulawesi Province. The study took place from July to September 2023.

The research subjects in this study were the Vice Principal for Curriculum at MTsN 1 Bone and educational staff, with a total sample size of 50 individuals. The selection of these research subjects is expected to provide information and data regarding the overall readiness of MTsN 1 Bone in implementing the Independent Learning Curriculum.

Data in this research were obtained from information and documents through official documents and individual documents related to the efforts made by the educational institution to assess the readiness of the Madrasah in implementing the Independent Learning Curriculum at MTsN 1 Bone.

Research instruments are tools or materials used in the data collection process. In this study, three types of instruments were used: interview guidelines, questionnaire guidelines, and documents. These instruments were tailored to the techniques and methods of data collection, involving interviews, questionnaires, and documentation. Data collection was carried out in a systematic procedure by adopting a combination research method to obtain more in-depth and accurate research results.

¹³ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2011).

The data analysis technique in this research involved analyzing qualitative and quantitative data. Qualitative data analysis uses words that are arranged in an expanded or described text.¹⁴ The qualitative data analysis was carried out in three stages: data reduction, data presentation, and conclusion drawing, followed by verification. Meanwhile, the quantitative descriptive analysis was conducted by converting the questionnaire scores to a scale of 0-100 and determining the readiness criteria of teachers in implementing the Independent Learning Curriculum based on the following table classification:

Table 1. Assessment Criteria

Criteria	Score
Not Ready	$x \leq 25$
Less Ready	$25 < x \leq 50$
Ready	$50 < x \leq 75$
Highly Ready	$x > 75$

Quantitative descriptive analysis is performed on the raw data obtained to facilitate understanding and to determine the level of each variable. To facilitate descriptive analysis, data presentation is used in the form of a frequency distribution table or percentage table with the following formula¹⁵:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P: Percentage

F: Frequency of the item whose percentage is being sought

N: Number of cases (total number of frequencies/individuals)

RESULTS AND DISCUSSION

Readiness of Teachers at MTsN 1 Bone in the Implementation of the Independent Learning Curriculum

Based on the results of the questionnaire on the readiness of madrasah to implement the Independent Learning Curriculum using the Likert scale, the total score for all questions was 4935 with a percentage of 71%. Based on Table 2, this falls within the criteria for being ready to implement the Independent Learning Curriculum. In general, the distribution of the research results from the questionnaire is presented as follows.

Table 2. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone

¹⁴ M. Djunaidi Ghony and Fauzan Almanshur, *Metode Penelitian Kualitatif* (Jakarta: Ar-Ruzz Media, 2012).

¹⁵ Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2005).

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	6%
Ready	$50 < x \leq 75$	71%
Highly Ready	$x > 75$	22%
Total		100%

Factual

The results of the survey of teacher readiness in implementing the Independent Learning Curriculum show that in the knowledge dimension with factual indicators, teachers obtained a percentage of 66% in the “ready” category and 29% in the “highly ready” category, as shown in the following table.

Table 3. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Factual Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	4%
Ready	$50 < x \leq 75$	66%
Highly Ready	$x > 75$	29%
Total		100%

Based on interviews with the Vice Principal for Curriculum and several teachers at MTsN 1 Bone, it was stated that all teachers were already aware of the Independent Learning Curriculum, but still needed a lot of learning in its implementation. The Independent Learning Curriculum has been implemented, especially in grade VII for the 2023/2024 academic year.

Based on the results of the study above, it can be concluded that all teachers at MTsN 1 Bone have knowledge and understanding of the concept of the Independent Learning Curriculum, but still need a lot of learning.

Conceptual

The results of the conceptual indicator survey show that 59% of teachers are in the “ready” category, 13% are in the “less ready” category, and 27% are in the “highly ready” category, as shown in the following table.

Table 4. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Conceptual Indicators

Criteria	Score	Percentage
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Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	13%
Ready	$50 < x \leq 75$	59%
Highly Ready	$x > 75$	27%
Total		100%

The results of an interview with the Vice Principal for Curriculum at MTsN 1 Bone stated that the Independent Learning Curriculum is divided into three models: independent learning, independent change, and independent sharing. The model implemented at MTsN 1 Bone is the independent change model because it has been fully adapted to the learning system for grade VII.

Based on the results of the above research, it can be concluded that teachers at MTsN 1 Bone have a conceptual understanding of the Independent Learning Curriculum and have prepared a curriculum model that will be adapted to the learning system for the 2023/2024 academic year.

Procedural

The results of the procedural indicator survey showed that 67% of teachers were in the “ready” category and 28% of teachers were in the “highly ready” category, as shown in the following table.

Table 5. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Procedural Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	67%
Highly Ready	$x > 75$	28%
Total		100%

Based on interviews with the Vice Principal for Curriculum and several teachers at MTsN 1 Bone, it was stated that all subjects in grade VII apply for the Independent Learning Curriculum, which includes 15 subjects including local content. Regarding the procedures of the Independent Learning Curriculum, learning begins with an introduction to the curriculum, namely by participating in training. Then follow the existing stages in accordance with KMA 347 of 2022.

Based on the research results above, it can be concluded that teachers at MTsN 1 Bone already understand the procedures for implementing the Independent Learning Curriculum and that several teachers have participated in several training courses.

Metacognitive

The results of the teacher understanding survey with metacognitive indicators showed that 5% of teachers were in the "less ready" category, 68% were in the "ready" category, and 28% were in the "highly ready" category, as shown in the following table.

Table 6. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum in MTsN 1 Bone with Metacognitive Indicators

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	68%
Highly Ready	$x > 75$	28%
Total		100%

The results of an interview with the Vice Principal for Curriculum and several teachers said that teachers at MTsN 1 Bone are quite optimistic about facing this latest curriculum. They took advantage of the semester break to prepare themselves by learning and attending independent training. The madrasah has also formed a curriculum team from a group of teachers who are more knowledgeable to share knowledge and information, especially regarding the digital learning system.

Based on the results of the above research, the researcher concluded that teachers at MTsN 1 Bone are optimistic about the Independent Learning Curriculum because some of the teachers have prepared themselves by attending several online seminars on the independent learning curriculum.

Knowing One's Potential

The results of the teacher development questionnaire with the indicator of knowing one's potential showed that 5% were in the "less ready" category, 79% were in the "ready" category, and 16% were in the "highly ready" category, as shown in the following table.

Table 7. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Indicator of Knowing One's Potential

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	79%
Highly Ready	$x > 75$	16%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, the way the madrasah adapted to the preparation and implementation of the Independent Learning Curriculum

was through socialization to all students, especially grade VII students. They were introduced to the curriculum from the beginning of the MATSAMA (*Masa Taaruf Siswa Madrasah*) process. For teachers, the curriculum was introduced the previous year.

The results of an interview with a grade VII Social Studies teacher revealed that their self-potential related to the Independent Learning Curriculum was still low in percentage. However, even with this small percentage, it could trigger the desire to continue learning and growing. The results of another interview with a grade VII Qur'an and Hadith teacher revealed that they had already done a lot of research on the Independent Learning Curriculum, such as learning models and materials that would be implemented.

Based on the results of the research above, we can conclude that the teachers at MTsN 1 Bone are already familiar with the Independent Learning Curriculum. They have prepared themselves and have conveyed the curriculum to the students, while also learning about the curriculum themselves.

Proactiveness

Based on the results of the teacher development survey with the proactiveness indicator, the percentage of teachers in the “ready” category is 67%, 29% in the “highly ready” category, and 5% in the “less ready” category, as shown in the following table.

Table 8. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Proactiveness Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	1%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	79%
Highly Ready	$x > 75$	16%
	Total	100%

Based on the results of an interview with the Vice Principal for Curriculum, the preparation process for the implementation of the Independent Learning Curriculum involved conducting training and developing the Operational Curriculum of the Madrasah.

The results of interviews with several grade 7 teachers at MTsN 1 Bone revealed that the preparation process for the implementation of the Independent Learning Curriculum involved preparing Learning Outcomes, teaching modules, and reference books for the Independent Learning Curriculum.

Based on the research results above, the researcher concluded that MTsN 1 Bone prepared its teachers to implement the Independent Learning Curriculum by conducting training that was in

line with the operational curriculum of the Madrasah and also by preparing various books and learning resources for the students.

Self-Reflection

The results of the teacher development survey with the reflection indicator show a percentage of 67% in the “ready” category, 4% in the “less ready” category, and 29% in the “highly ready” category, as shown in the following table.

Table 9. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Indicator of Self-Reflection

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	4%
Ready	$50 < x \leq 75$	67%
Highly Ready	$x > 75$	29%
Total		100%

Based on the interview results with the Vice Principal for Curriculum and several 7th-grade teachers regarding the self-reflection process in preparing for the implementation of the Independent Learning Curriculum, it was done by attending both offline and online training and reading the Independent Learning Curriculum guidelines independently. Meanwhile, the students have been given an explanation about the Independent Learning Curriculum during the MATSAMA activity.

Based on the research results, it can be concluded that the MTsN 1 Bone teachers prepare themselves and always reflect back to understand and develop themselves in implementing the Independent Learning Curriculum.

Instructional Planning

Based on the results of the questionnaire on teacher dimensions with the indicator of instructional planning, it shows that 5% are in the "less ready" category, 81% are in the "ready" category, and 14% are in the "highly ready" category, as shown in the following table.

Table 10. Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with the Instructional Planning Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	81%
Highly Ready	$x > 75$	14%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, the learning plan at MTsN 1 Bone is aligned with the current KMA 347. Since the school uses two curricula, the planning is also adjusted. K13 is planned for grades VIII and IX, and the Independent Learning Curriculum is planned for grade VII. The learning plan is created before the learning process begins at the beginning of the academic year, involving all stakeholders in the madrasah, including the Principal, Vice Principal for Curriculum, teachers of each subject, and even parents/guardians of students.

In an interview with grade VII mathematics teacher Masyita, she said that the learning plan for the Independent Learning Curriculum begins with the development of learning devices by analyzing the Learning Outcomes (LO) to achieve the Learning Objectives. We also strive to create teaching modules that are tailored to the needs of our students at MTsN 1 Bone.

Based on the results of the above research, it can be concluded that MTsN 1 Bone is ready to plan learning. This can be seen from the preparation of the Learning Outcomes (LO) for each subject by inviting all stakeholders in the madrasah.

Learning Process

Based on the results of the survey with learning process indicators, it shows that 5% are in the "less ready" category, 81% are in the "ready" category, and 14% are in the "highly ready" category, as shown in the following table.

Table 11. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Learning Process Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	81%
Highly Ready	$x > 75$	14%
Total		100%

Based on the interview results with the Vice Principal for Curriculum, the implementation of learning in the classroom is centered on the needs of the students and the teachers play a more facilitator role by providing opportunities for students to learn independently and take responsibility for their learning process. In the implementation of learning, P5 (Project for Strengthening the Pancasila Student Profile) and *Rahmatan Lil Alamin* Student Profile (PRA) have also been prepared by choosing a theme to be completed in one year. This was also conveyed by the math teacher that they will carry out collaboration with other teachers in P5 and PRA.

Based on the results of this study, it can be concluded that in the learning process, the teachers at MTsN 1 Bone implement in accordance with the requirements of the Independent

Learning Curriculum by playing a more facilitator role and providing projects that are in line with the needs of Pancasila students and *rahmatan lil alamin* students.

Learning Assessment

The results of the questionnaire with the learning assessment indicators show that 5% are in the "less ready" category, 69% are in the "ready" category, and 26% are in the "highly ready" category, as shown in the following table.

Table 12. The Results of the Madrasah Readiness Survey in Implementing the Independent Learning Curriculum at MTsN 1 Bone with Learning Assessment Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	5%
Ready	$50 < x \leq 75$	69%
Highly Ready	$x > 75$	26%
Total		100%

Based on the results of an interview with the Vice Principal for Curriculum, it was found that assessment is carried out using several forms of assessment. Diagnostic assessment is conducted by looking at cognitive and non-cognitive aspects. Formative assessment is carried out in the form of project assignments and daily tasks. Summative assessment is also conducted in the form of midterm exams and final exams. The results of an interview with the handicraft teacher also stated the same, that the assessment system is carried out in a summative, formative, and summative manner, and also takes assessment in digital form using Google Forms, worksheets, and quizzes. Assessment is carried out throughout the semester. Based on the results of the above research, it can be concluded that learning assessment activities at MTsN 1 Bone are carried out in various forms of diagnostic, formative, and summative assessments.

The Readiness of Facilities and Infrastructure at MTsN 1 Bone in the Implementation of Independent Learning Curriculum

One of the most important and essential resources that support the educational process in schools/madrasah is educational facilities and infrastructure. The importance of facilities and infrastructure in madrasahs not only affects the quality of education, but also the quality of life of educators, students, and madrasah staff. Therefore, the maintenance, development, and improvement of facilities and infrastructure in madrasahs need to be a priority for the madrasah and government to create a better educational environment.

Capacity and Accommodation

Based on the results of the questionnaire on the readiness of infrastructure facilities at MTsN 1 Bone with indicators of capacity and accommodation, it shows that 9% are in "less ready"

category 83% in “ready” category and 8% in “highly ready” category as shown in the following table.

Table 13. Results of Madrasah Readiness Questionnaire in Implementing Independent Learning Curriculum at MTsN 1 Bone with Capacity and Accommodation Indicator

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	9%
Ready	$50 < x \leq 75$	83%
Highly Ready	$x > 75$	8%
Total		100%

The results of interviews with the Vice Principal for Curriculum, Vice Principal for Facilities and Infrastructure and several teachers related to the capacity and capacity of facilities and infrastructure, especially in superior classes, are quite adequate. Some classes are also still in the process of renovation to be occupied soon.

Learning Facilities and Infrastructure

Based on the results of the infrastructure readiness questionnaire at MTsN 1 Bone with indicators of learning facilities and infrastructure, it shows that 8% are in “less ready” category 82% in “ready” category and 10% in “highly ready” category as shown in the following table.

Table 14. Results of Madrasah Readiness Questionnaire in Implementing Independent Learning Curriculum at MTsN 1 Bone with Indicator of Learning Facilities and Infrastructure

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	8%
Ready	$50 < x \leq 75$	82%
Highly Ready	$x > 75$	10%
Total		100%

Based on the results of interviews with the Vice Principal for Curriculum and several teachers at MTsN 1 Bone, the facilities and infrastructure for the learning process are not yet fully adequate. However, the madrasah is trying to fulfill it optimally soon. Especially for its orientation towards digital madrasah, Wi-Fi is quite adequate, although there are still certain points that have not been reached. The library has also provided books, both electronic and manual. For electronic books, students can download them themselves. Meanwhile, manual books have been prepared by the madrasah but have not met the number of students and have not covered all subjects, only general subjects are available.

Supporting Facilities and Infrastructures

Based on the results of the infrastructure readiness questionnaire at MTsN 1 Bone with indicators of learning facilities and infrastructure, it shows that 10% are in “less ready” category, 81% in “ready” category and 9% in “highly ready” category as shown in the following table.

Table 15. The Results of Madrasah Readiness Questionnaire in Implementing Independent Learning Curriculum at MTsN 1 Bone with Indicator of Supporting Facilities and Infrastructures

Criteria	Score	Percentage
Not Ready	$x \leq 25$	0%
Less Ready	$25 < x \leq 50$	10%
Ready	$50 < x \leq 75$	81%
Highly Ready	$x > 75$	9%
Total		100%

The results of interviews with the Vice Principal for Curriculum and several teachers at MTsN 1 Bone stated that supporting facilities and infrastructure in the independent curriculum have been provided and are adequate for the needs of class VII such as Wi-Fi, Smart TV and several textbooks, but there are still minor shortcomings in the capacity of the installed network speed and the number of textbooks which are still limited in number.

Another important component needed to ensure the readiness of madrasah in implementing the Merdeka Belajar Curriculum is adequate facilities and infrastructure. The results of the questionnaire research show that 62% of the readiness of facilities and infrastructure at MTsN 1 Bone is in the “ready” category. The results of researchers' interviews with the Vice Principal for Curriculum and educators at MTsN 1 Bone that learning facilities and infrastructure already exist and are ready for use but are not fully adequate for use and the madrasah is trying to complete this. The facilities needed to implement the Independent Learning Curriculum include internet access, independent curriculum assessment modules and source books used as assessment tools.¹⁶ Facilities and infrastructure need to be well maintained and regularly updated to keep them relevant and functioning properly.¹⁷ Continuous development of educational facilities also needs to be considered in order to match the development of educational needs that change over time.

¹⁶ Novi Andri Nurcahyono and Jaya Dwi Putra, “Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar,” *Wacana Akademika: Majalah Ilmiah Kependidikan* 6, no. 3 (2022): 377–84.

¹⁷ Suharyanto H Soro et al., “Implementasi Pengelolaan Sarana Prasarana Dalam Pemenuhan Standar Mutu Pendidikan Di Institut Perguruan Tinggi (IPT) Garut,” *Al-Afkar, Journal For Islamic Studies* 6, no. 2 (2023): 291–303.

Analysis/Discussion

Readiness of Teachers at MTsN 1 Bone in the Implementation of the Independent Learning Curriculum

In general, the readiness of MTsN 1 Bone in implementing the Independent Learning Curriculum is in the category of ready with a percentage of 71% based on the results of a survey questionnaire. This can be seen from the results of the questionnaire per dimension, namely in the knowledge dimension, it obtained a percentage of 65%, which is in the ready category. Whereas in the personal development dimension, it obtained a result of 69% and is in the ready category. Likewise, in the teacher dimension, with a percentage of 73%, it is in the ready category. The teachers have known the Independent Learning Curriculum factually, conceptually, and procedurally.

The Vice Principal for Curriculum also conveyed the same thing, that in implementing the Independent Learning Curriculum, it is divided into three models, namely the independent learning model, the independent change model, and the independent sharing model. At MTsN 1 Bone, the independent learning curriculum independent change model is applied because it has adapted the entire system of learning for grade VII. This is in line with the guidance from the Ministry of Education, Culture, Research, and Technology that the implementation of the Independent Learning Curriculum is through three options.¹⁸⁻¹⁹

The teachers at MTsN 1 Bone are ready and willing to develop their skills. This can be seen from the results of an interview with the Vice Principal for Curriculum and several teachers at the madrasah that they are seeking information related to the Independent Learning Curriculum, attending several seminars, curriculum workshops, and training. This is also conveyed²⁰ in a study that found teachers must be well-prepared to face curriculum change by reflecting on themselves, participating in training and development, and taking the initiative²¹. The latter is also essential in the process of professional development for teachers, as it is an opportunity to improve the quality

¹⁸ Ummi Inayati, "Konsep Dan Implementasi Kurikulum Merdeka Pada Pembelajaran Abad-21 Di SD/MI," in *ICIE: International Conference on Islamic Education*, vol. 2, 2022, 293–304.

¹⁹ Fitri Fianingrum, Novaliyosi Novaliyosi, and Hepsi Nindiasari, "Kurikulum Merdeka Pada Pembelajaran Matematika," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 5, no. 1 (2023): 132–37.

²⁰ Arin Tentrem Mawati, Hanafiah Hanafiah, and Opan Arifudin, "Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar," *Jurnal Primary Edu* 1, no. 1 (2023): 69–82.

²¹ Mauhibur Rokhman et al., "Consideration of Parents in Choosing Islamic Schools in the Digital Era," *Nazbruna: Jurnal Pendidikan Islam* 6, no. 3 (2023): 403–19, <https://doi.org/10.31538/nzh.v6i3.4026>.

of education.²² With proper preparation, teachers can play a critical role in ensuring the success of the implementation of the Independent Learning Curriculum²³.

The Readiness of Facilities and Infrastructure at MTsN 1 Bone in the Implementation of Independent Learning Curriculum

Another important component needed to ensure the readiness of madrasah in implementing the Merdeka Belajar Curriculum is adequate facilities and infrastructure. The results of the questionnaire research show that 62% of the readiness of facilities and infrastructure at MTsN 1 Bone is in the “ready” category. The results of researchers' interviews with the Vice Principal for Curriculum and educators at MTsN 1 Bone that learning facilities and infrastructure already exist and are ready for use but are not fully adequate for use and the madrasah is trying to complete this. The facilities needed to implement the Independent Learning Curriculum include internet access²⁴, independent curriculum assessment modules and source books used as assessment tools.²⁵ Facilities and infrastructure need to be well maintained and regularly updated to keep them relevant and functioning properly.²⁶ Continuous development of educational facilities also needs to be considered in order to match the development of educational needs that change over time.

CONCLUSION

After conducting research and analyzing the research data, there are two conclusions that can be drawn in accordance with the research focus, which are: (a) teacher readiness in implementing the Independent Learning Curriculum, which includes the dimensions of (i) teacher knowledge, (ii) self-development efforts, and (iii) teacher readiness in learning, all of which are categorized as “ready”; and (b) it can be concluded that the overall teacher readiness at MTsN 1 Bone is categorized as “ready”. Meanwhile, the readiness of facilities and infrastructure at MTsN 1 Bone in implementing the Independent Learning Curriculum which includes dimensions: (a) capacity and accommodation in “ready” category; (b) learning facilities and infrastructure in “ready” category; (b) supporting facilities and infrastructure in “ready” category, so we can

²² Ibnu Asakir and Fitri Mahmudah, “Kreativitas Dan Inisiatif Guru Dalam Pengembangan Mutu Pembelajaran Online,” *Jurnal Studi Guru Dan Pembelajaran* 5, no. 1 (2022): 31–40.

²³ Kasmah et al., “Evaluating the Implementation of Formal Early Childhood Education in Pesantren in South Sulawesi,” *Nazhruna: Jurnal Pendidikan Islam* 6, no. 3 (2023): 436–56, <https://doi.org/10.31538/nzh.v6i3.4209>.

²⁴ Hamzah Hamzah et al., “Islamic Animation: Netnographic Analysis on Digital Processing Transformation in Social Media,” *Nazhruna: Jurnal Pendidikan Islam* 6, no. 3 (2023): 372–85, <https://doi.org/10.31538/nzh.v6i3.4054>.

²⁵ Nurcahyono and Putra, “Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar.”

²⁶ Soro et al., “Implementasi Pengelolaan Sarana Prasarana Dalam Pemenuhan Standar Mutu Pendidikan Di Institut Perguruan Tinggi (IPT) Garut.”

conclude that in general the readiness of facilities and infrastructure at MTsN 1 Bone is in “ready” category.

In order to increase the readiness of the Madrasah in implementing the Independent Learning Curriculum to the “highly ready” category, it is recommended that the Madrasah form a curriculum team consisting of teachers, staff, and stakeholders to design and provide training or workshops to teachers on the technical planning, implementation, and assessment of learning in the Independent Learning Curriculum. Thus, teachers understand the implementation of the Independent Learning Curriculum (IKM) and can change teachers’ views towards a new paradigm of learning. This way, teachers will have a positive attitude towards IKM. Furthermore, Madrasah is expected to improve its facilities and infrastructure, which is one of the supporting factors for the implementation of the Independent Learning Curriculum in the Madrasah. Finally, a comprehensive evaluation should be conducted after the first year of implementing the new curriculum and continue to improve according to the needs of the Madrasah.

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