Evaluation of Teacher Readiness in Geography Lesson Planning at State Senior High Schools in Yogyakarta City for the Implementation of the Merdeka Curriculum

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A B S T R A K

Perubahan struktur kurikulum merdeka khususnya mata pelajaran geografi menyebabkan kesulitan bagi guru dalam mengadopsi dan beradaptasi. Penelitian ini mengevaluasi kesiapan guru dalam perencanaan pembelajaran geografi, menganalisis hambatan dan rekomendasi terhadap implementasi kurikulum merdeka menggunakan model evaluasi *Context, Input, Proses, Product* (CIPP) dari Stufflebeam. Subjek penelitian adalah guru bidang studi geografi dari 6 SMA di Kota Yogyakarta dengan status mandiri berubah. Teknik pengumpulan data melalui wawancara, angket dan telaah dokumen yang dianalisis menggunakan deskriptif presentase. Hasil evaluasi menunjukkan bahwa guru geografi di SMA Kota Yogyakarta dalam merencanakan pembelajaran dalam kategori sangat siap dengan skor 66, berdasarkan aspek *Context*: 86.5, *Input*: 36.8, *Process*: 91 dan *Product*: 43. Indikator utama meliputi kemampuan dalam memahami kurikulum merdeka, sarana-prasarana, proses perencanaan pembelajaran dan asesmen serta modul ajar yang dihasilkan. Guru masih menghadapi hambatan dalam implementasi akibat perubahan struktur kurikulum yang menuntut pemahaman ulang terhadap konsep dasarnya. Pelatihan dan pendalaman materi sangat diperlukan untuk meningkatkan *soft skils* guru agar implementasi kurikulum merdeka dapat optimal.

A B S T R A C T

Keywords:
CIPP
Geography
Teacher Readiness
Merdeka Curriculum
Learning Planning

The structural changes in the Merdeka Curriculum, particularly in the Geography subject, have made it challenging for teachers to adopt and adapt. This study evaluates teachers' readiness in Geography lesson planning, analyzes obstacles, and provides recommendations for implementing the Merdeka Curriculum using Stufflebeam's Context, Input, Process, Product (CIPP) evaluation model. The research subjects were geography teachers from six senior high schools (SMA) in Yogyakarta City with the status of "Mandiri Berubah". Data collection techniques included interviews, questionnaires, and document analysis, which were analyzed using descriptive percentage analysis. The evaluation results indicate that Geography teachers in Yogyakarta City high schools are highly prepared for lesson planning, with an overall score of 66, based on Context: 86.5, Input: 36.8, Process: 91, and Product: 43. Key indicators include understanding the curriculum, facilities, lesson planning, assessment processes, and teaching modules. However, teachers still face challenges due to curriculum restructuring, requiring them to understand fundamental concepts. Training and in-depth material studies are essential to enhance teachers' soft skills and optimize curriculum implementation.

Introduction

The transition from the 2013 curriculum to the Merdeka curriculum has drawn significant attention from Indonesian society, particularly those involved in the education sector. Fadlillah (2020) explained that changes in the curriculum can lead to confusion among teachers and students, as well as shifts in teaching methods and learning materials. This rapid change was a solution by the Ministry of Education and Culture (Kemendikbud) to address the challenges posed by the COVID-19 pandemic, which affected the entire world starting in 2019, prompting the implementation of a simplified or emergency curriculum.

The Merdeka curriculum is a curriculum featuring a diverse extracurricular learning system, enabling students to optimally deepen concepts and strengthen competencies (DITPSD, 2023). The Merdeka curriculum provides educators with the freedom to create high-quality learning experiences tailored to the needs and environmental conditions of their students. The diverse learning approaches in the Merdeka curriculum give students ample time to understand ideas and enhance their skills (KemdikbudRI, 2022).

Since the COVID-19 pandemic, the implementation of the Merdeka curriculum, particularly in the Special Region of Yogya-karta Province, has reached 70% to 80% by the 2022/2023 academic year (Hakim, 2023). In early 2024, the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) officially launched the Merdeka curriculum on a national scale (Raja, 2024). However, the implementation of the Merdeka curriculum remains uneven, as the focus has initially been on "driving schools" as the primary target for its application. The Kemendikbud Ristek grants educational institutions the freedom to adopt the Merdeka curriculum (KemdikbudRI, 2022). This approach is based on the competencies and readiness of teachers and academic staff to participate in the Implementation of the Merdeka Curriculum (IKM).

Mastery of a subject alone is not sufficient to be an effective teacher. It is essential for teachers to develop strategies or lesson plans to ensure a quality learning process. This involves planning activities for both teachers and students, selecting appropriate methods, learning resources, and media to support the learning process, as well as setting clear learning objectives. Improving the quality of learning requires instructional planning, which can be realized through effective lesson design (Ananda, 2019).

In reality, subject teachers in educational institutions in Yogyakarta City, particularly at the State Senior High School (SMAN) level, still face numerous challenges in adopting and adapting to the implementation of the Merdeka curriculum. This issue is related to teachers' understanding and the school management's lack of readiness to implement the Merdeka curriculum. Survey results indicate that many teachers feel unprepared due to a lack of knowledge about teaching strategies (41%) and insufficient teaching skills (31%) (Suprayogi, 2022). The low level of teachers' understanding of teaching strategies can result in teaching and learning activities that are not student-centered.

In the structure of the Merdeka curriculum, particularly for geography subjects, the learning outcomes are divided into only two phases: Phase E for Grade 10 and Phase F for Grades 11 and 12. Additionally, lesson planning, which previously used lesson plans (RPP), has been replaced with teaching modules in the Merdeka curriculum. These modules encompass all learning processes and are oriented toward the Pancasila profile. Other challenges, such as the Learning Objectives Flow (ATP), project modules, and evaluations related to students' progress, remain issues for geography teachers. Zulaiha (2022) explained that the problems teachers face in implementing the Merdeka curriculum include difficulties in analyzing Learning Outcomes (CP), formulating Learning Objectives (TP), developing the Learning Objectives Flow (ATP) and teaching modules, and

determining effective teaching methods and strategies.

This fact forms the basis for conducting an evaluation to determine the extent of teachers' readiness in planning geography lessons with the implementation of the Merdeka curriculum in Yogyakarta City under the "independently changing" status. Teachers who demonstrate readiness in teaching have prepared lesson plans, implemented evaluations, and followed up by considering several important aspects for teachers (Ayuni et al., 2021). Evaluation emerges as a means of critiquing what has been done, aiming to improve it for better outcomes. Evaluation is crucial to determine the effectiveness of a learning system implemented by educators (Aulia, 2020). The objective of this research is to ensure that the implementation of the Merdeka curriculum in SMAN is proceeding well through evaluation and serves as a consideration for the government in policy-making. The study focuses on planning geography lessons for senior high schools in Yogyakarta City.

Methods

This study is descriptive research with a quantitative approach using the Context, Input, Process, and Product (CIPP) evaluation model. The quantitative approach is employed to obtain comprehensive evaluation results and is used for quantitative data (numerical data). Data collection techniques included interviews, questionnaires, and document analysis aligned with the CIPP evaluation model with the objective of the context evaluation relates to human resources, the input evaluation pertains to teachers' readiness in utilizing facilities and learning systems, the process evaluation focuses on teachers' preparedness in developing the Merdeka curriculum, and the product evaluation assesses the teaching modules created by the teachers (table 1).

Table 1. Sources of Data in Evaluating Geography Lesson Planning

Component	Aspect	Variable	Data Source	Data Collection Instrument
Context	Merdeka Curriculum	Teachers' Perceived Understanding of the Merdeka Curriculum	Subject Teachers	Questionnaires
Input	Learning Facilities (primary and supporting), Learning System	Learning Spaces (classrooms, library, laboratory), Learning System	Subject Teachers	Questionnaires and interviews,
Process	Learning and Assessment Planning	Development of Teaching Modules	Subject Teachers	Questionnaires and Interviews,
Product	Teaching Modules	Relevance of the Teaching Modules	Subject Teachers and Teaching Module Documents	Interviews and document analysis

The study was conducted in State Senior High Schools (SMAN) in Yogyakarta City that have implemented the Merdeka curriculum under the "independently changing" status during the 2023/2024 academic year (Figure 1).
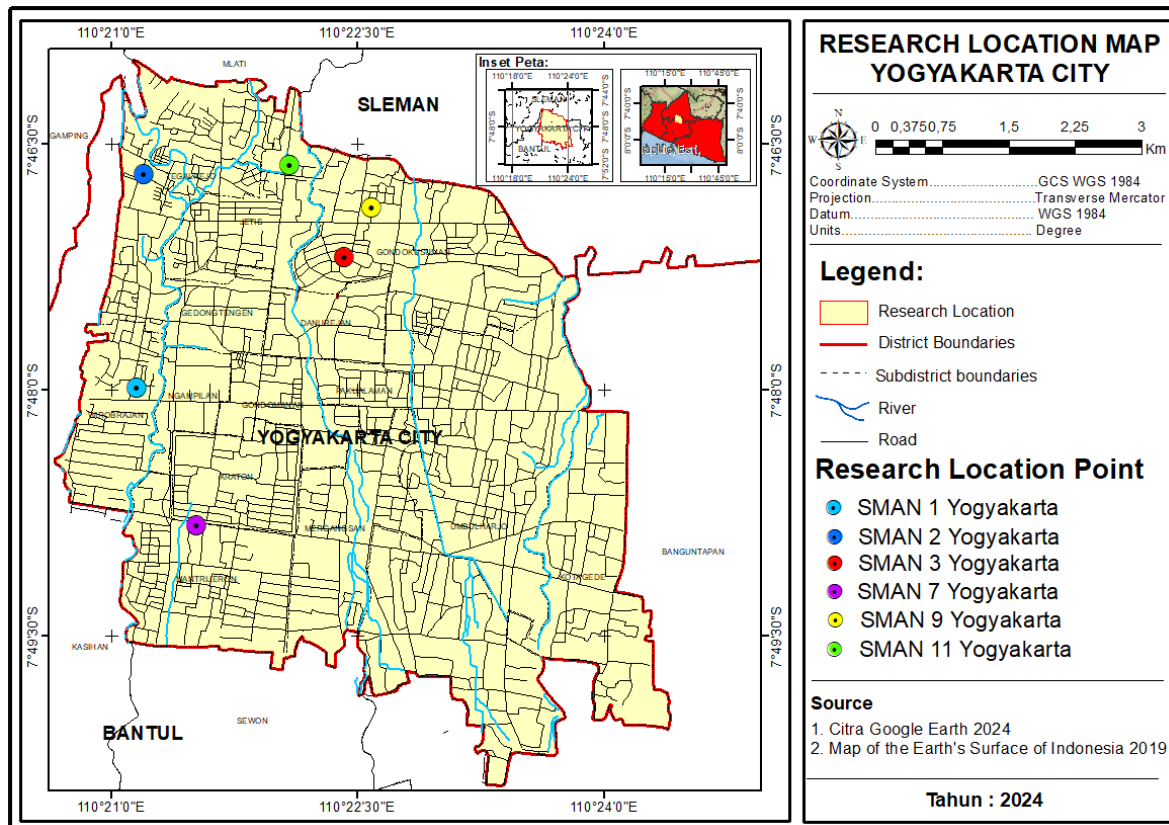
Figure 1. Research Location Map

The analysis technique uses descriptive percentage data to describe teachers' readiness in lesson planning with the implementation of the Merdeka curriculum for geography subjects in senior high schools in Yogyakarta City, presented in percentages. Arikunto (2010) explains the steps as follows:

1. Calculating the respondents' scores and each aspect.
2. Recording the scores.
3. Calculating the average score (mean).

$$Mean = \frac{\sum average\ score\ of\ respondents.}{\sum Data}$$

The scoring range, developed based on research instruments questionnaires using a Likert scale and processed using Azwar's formula, served as the basis for categorization and decision-making (Table 2).

Table 2. Readiness Criteria Score

Formula	Score Range	Category
X ≤ μ - 1,5 α	≤ 18,75	Very Low
μ - 1,5 α < X ≤ μ - 0,5 α	>18,75 – 31,25	Low
μ - 0,5 α < X ≤ μ + 0,5 α	>31,25 – 43,75	Average
μ + 0,5 α < X ≤ μ + 1,5 α	>43,75 – 56,25	High
μ + 1,5 α ≤ X	>56,25	Very High

Source: (Azwar, 2009)

Explanation:

μ = $\frac{1}{2}$ x (highest score + lowest score)

α = $\frac{1}{2}$ x (highest score - lowest score)

4. Calculate the percentage using the formula:

P= $\frac{f}{N}$ x 100%

Explanation:

P = Percentage

F = The frequency count of each answer choice selected by the respondents

N = Frequency count

After being converted into percentages, the values are then categorized according to the percentage calculation criteria (Table 3).

Table 3. Score Evaluation Criteria

| Percentage	Explanation
0%	None
1% - 24%	A small portion
25% - 49%	Less than half
50%	Half
51% - 74%	More than half
75% - 99%	A large portion

Source: (Efendi & Manning, 1989)

Result

This study employs the Context, Input, Process, and Product (CIPP) evaluation model to assess the implementation of the Merdeka Curriculum in lesson planning, specifically for high schools in Yogyakarta City in Geography learning. The CIPP evaluation model applied to teachers' lesson planning readiness consists of four key aspects: (1) Context, which examines teachers' understanding of curriculum changes; (2) Input, which evaluates resource readiness in supporting curriculum implementation; (3) Process, which assesses the development of teaching modules by teachers; and (4) Product, which measures the outcome of lesson planning, particularly the alignment of teaching modules with curriculum objectives.

The overall CIPP evaluation score for implementing the Merdeka Curriculum in Yogyakarta City is 66 (Figure 2), indicating that teachers' readiness in planning Geography lessons at the high school level is at a very high level. This reflects that, in general, teachers have been able to understand and apply the fundamental principles of the Merdeka Curriculum.
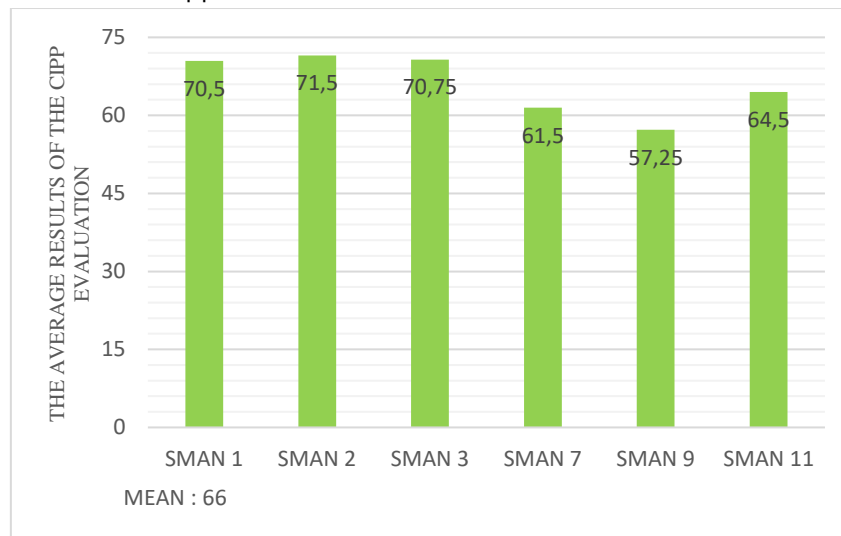
Figure 2. CIPP Evaluation Results of Merdeka Curriculum Implementation

Teachers' readiness in lesson planning is significantly influenced by several factors, both internal and external. These influencing factors are analyzed based on the components of the CIPP evaluation model, as follows:

a. Evaluation Context

The context evaluation aims to assess overall factors before a project is implemented, which may influence its success or failure. More than half (67%) of high school Geography teachers in Yogyakarta City have a very high level of readiness in understanding the Merdeka Curriculum, while less than half (33%) fall into the ready category (Table 4). This indicates that the majority of teachers already possess a strong understanding of the fundamental aspects of the Merdeka Curriculum. This evaluation includes teachers' understanding of the changes in the Merdeka Curriculum, its characteristics, structure, and core concepts. The obtained scores indicate that, in general, high school Geography teachers in Yogyakarta City have a solid grasp of the

fundamental changes within the curriculum, particularly the Merdeka Curriculum.

Table 4. Distribution of Context Evaluation Scores

Category	Frequency	Percentage
Very Ready	4	67%
Ready	2	33%
Moderately Ready	0	0%
Less Ready	0	0%

Source: Analysis 2024

b. Evaluation Input

Success in lesson planning is influenced not only by teachers' understanding of the Merdeka Curriculum but also by the availability of facilities and the existing learning system in schools. The input evaluation is conducted to assess programs, projects, or other interventions aimed at improving services for beneficiaries. All (100%) Geography teachers have demonstrated the ability to operate available school facilities to support the teaching and learning process under the Merdeka Curriculum. This indicates that the school's input is categorized as highly ready (Table 5).

Table 5. Distribution of Input Evaluation Scores

Category	Frequency	Percentage
Very Ready	6	100%
Ready	0	0%
Moderately Ready	0	0%
Less Ready	0	0%

Source: Analysis 2024

c. Evaluation Process

The lesson planning process is closely tied to teachers' ability to develop the curriculum. Effective lesson planning is not only dependent on teachers' understanding of the curriculum but also requires them to develop it flexibly and adaptively according to students' needs. Through the process evaluation, the study found that the majority of teachers (83%) were highly prepared in lesson planning, while a small portion (17%) fell into the ready category (Table 6). This indicates that most Geography teachers in Yogyakarta City have strong competencies in lesson planning. However, further capacity strengthening is needed, particularly in innovation and the integration of technology to support more interactive, project-based, or inquiry-based learning.

Table 6. Distribusi Skor Evaluasi Process

Category	Frequency	Percentage
Very Ready	5	83%
Ready	1	17%
Moderately Ready	0	0%
Less Ready	0	0%

Source: Analysis 2024

d. Evaluation Product

Product evaluation is conducted to assess the outcomes. This evaluation is carried out by assessing the teaching modules created by teachers. This assessment is based on the standards established by BSKAP. These standards cover various aspects, including alignment with learning outcomes, clarity of objectives, appropriateness of content and methods, relevance of learning activities, and the effectiveness of the assessments used. The results of the product evaluation in the CIPP evaluation model for teachers indicate that more than half (67%) of teachers are highly aligned in creating and adapting teaching modules based on BSKAP, while 33% are adequately aligned (Table 7). This score suggests that most geography teachers have adjusted their module development in accordance with BSKAP guidelines.

**Table 7.** Distribution of Product Evaluation Scores

Category	Frequency	Percentage
Very Ready	5	83%
Ready	1	17%
Moderately Ready	0	0%
Less Ready	0	0%

Source: Analysis 2024

The results of the CIPP evaluation conducted by the researcher indicate variations among teachers (Figure 3). These differences are influenced by each teacher's individual skills (soft skills) and the limitations of school facilities in supporting the implementation of the Merdeka Curriculum. Based on the comparison of obtained scores, it is evident that teachers still face several challenges in planning lessons, which hinders the

optimal implementation of the Merdeka Curriculum.
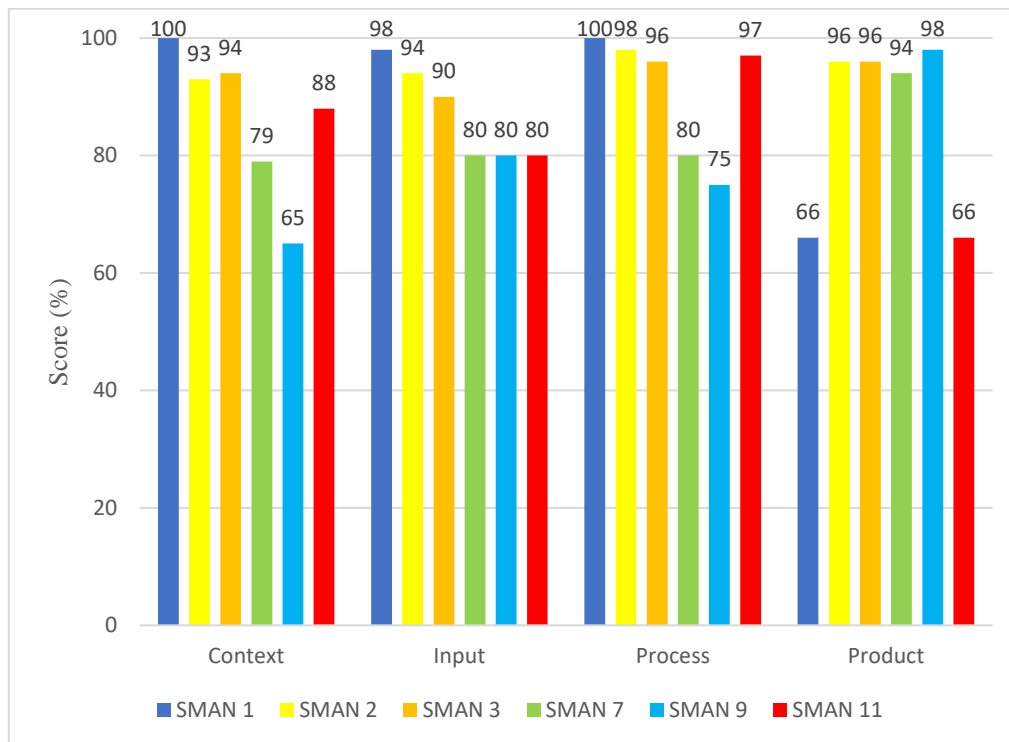
Figure 3. Comparison of Percentage in CIPP Evaluation for Senior High Schools in Yogyakarta City

Discussion

In 2024, the government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek), officially established the Merdeka Curriculum as the national curriculum through Regulation No. 12 of 2024. Throughout its implementation, various challenges have emerged. The success of the Merdeka Curriculum implementation can be assessed through the planning, executing, and evaluating learning processes in schools.

This study contributes to the development of knowledge in the field of geography education by analyzing teachers' readiness to plan geography lessons in accordance with the Merdeka Curriculum. It not only identifies the level of teacher competence but also examines the obstacles faced by teachers during the implementation of the Merdeka Curriculum. The results of this study can serve as a basis for the development of more effective teacher training programs, thereby enriching the theoretical understanding of flexible, student-centered

teaching practices. Additionally, the findings can serve as a reference for educational policy aimed at improving future teaching practices.

This research was conducted comprehensively using the Context, Input, Process, and Product (CIPP) evaluation model, exploring the challenges and formulating necessary recommendations for teachers in the planning stage of geography instruction. Therefore, this study differs from previous research by Wardani (2024), which focused solely on teacher readiness without detailed analysis or recommendations. Another study by Amalia & Nursa'ban (2023), which analyzed the overall implementation of the Merdeka Curriculum at the high school level in Yogyakarta City, used the Stake evaluation model to examine the planning phase, resulting in findings that merely compared outcomes against standards. Thus, this study offers a new, more holistic, and applicable perspective as an effort to improve the quality of geography education through the Merdeka Curriculum.

a. Teachers' Readiness Level in Geography Lesson Planning

The successful implementation of the Merdeka Curriculum in Geography learning at the high school (SMA) level is closely linked to the quality of lesson planning prepared by teachers. Lesson planning significantly influences the learning process in the classroom. Ilhan & Ekber Gülersoy (2019) explains that the success of Geography learning in the classroom is determined by the lesson plans created by teachers. In the context of education in Indonesia, well-structured lesson planning is essential to achieving curriculum goals, particularly in strengthening students' competencies. Januarti et al. (2023) state that optimal lesson planning includes formulating learning objectives, structuring learning goal sequences, and developing teaching modules to ensure curriculum objectives are met.

The readiness of Geography teachers in implementing the Merdeka Curriculum includes self-understanding of the curriculum, the ability to utilize facilities and infrastructure to support successful learning processes, lesson planning, and assessment, as well as the ability to develop teaching modules as determined by the Agency for Curriculum Standards and Educational Assessment (BSKAP). A teaching module is considered appropriate when it aligns with the Merdeka Curriculum teaching modules established by the Ministry of Education and Culture (Kemendikbud) (Oliviranti et al., 2024).

With a high level of readiness in lesson planning, teachers are expected to provide students with more meaningful learning experiences. Therefore, lesson planning is crucial for ensuring a systematic learning process (Januarti et al., 2023). The Merdeka Curriculum emphasizes differentiated learning, an approach tailored to students' abilities, interests, and needs, making learning more student-centered. Implementing an independent curriculum and differentiated learning can provide significant benefits for both students and teachers (Nafisa & Fitri, 2023).

Noviandari (2024) highlights the importance of teachers comprehending the fundamental aspects of the curriculum for its successful implementation. Teachers can identify and adapt the core principles of the Merdeka Curriculum, such as competency-based learning, flexibility in lesson planning, and differentiated instruction tailored to students' needs. Although the majority of teachers demonstrate a high level of readiness, further reinforcement is needed to ensure the optimal implementation of the Merdeka Curriculum. Successful learning is supported by teachers' readiness and understanding of the curriculum (Subandi et al., 2024)

The input evaluation includes teachers' readiness to utilize facilities, infrastructure, and learning systems available in schools to support the implementation of the Merdeka Curriculum. Proper management of classroom facilities and infrastructure significantly impacts the quality of learning (Hadi et al., 2024). Geography teachers have demonstrated the ability to utilize existing facilities and find alternative solutions when resources are limited. This indicates that high school Geography teachers in Yogyakarta City are capable of effectively using both available and limited resources to support the successful implementation of the Merdeka Curriculum. This reflects teachers' adaptability and creativity in overcoming challenges that may arise. Proper classroom facility management promotes effective teaching and learning (Okeke, 2013). Teachers' readiness to utilize available facilities plays a crucial role in ensuring successful classroom learning. The effective use of school facilities can foster more interactive and innovative learning experiences.

The curriculum development planning process is a strategic process aimed at improving the overall quality of learning. Curriculum development planning aims to enhance learning quality by considering its structure, objectives, and instructional approaches (Pangestu et al., 2021). In the learning process, teachers must understand lesson planning, which includes: 1) Learning

outcomes at each phase that students must achieve, require proper mapping to ensure that the formulated learning objectives align with students' needs and development. 2) Learning objectives are formulated based on learning outcomes, considering classroom needs while adhering to differentiation principles and encouraging active student participation. 3) Sequencing learning objectives serves as a guide for designing lesson scenarios so that students can gradually achieve the required competencies. 4) Developing lesson plans, which include appropriate methods, strategies, and teaching materials tailored to students' characteristics. Additionally, assessment aspects formative and summative a crucial role in the learning process, along with the effective utilization of various learning media.

Teaching modules are a crucial component of curriculum-based learning, as they serve as a guide for teachers in managing a more flexible and contextual learning process in the classroom. A flexible and interpretative curriculum approach is essential for teachers to adjust content and learning objectives to students' needs and interests, thereby creating a more relevant learning experience (Coelho et al., 2024). This module not only serves as a technical guide for teachers in designing and implementing learning, but also reflects the philosophy, approaches, and pedagogical strategies that underpin classroom educational practices. Teachers need to take concrete steps to improve their ability to develop teaching modules (Sanjaya et al., 2022). This evaluation is carried out by assessing the teaching modules created by teachers. Effective teaching modules enhance the quality of learning by aligning with students' development and considering the learning objectives (Nengsih et al., 2024). Based on the research findings, geography teachers in Yogyakarta City have demonstrated strong capabilities in developing teaching modules by the standards set by the Education Standards, Curriculum, and Assessment Agency (BSKAP). This is reflected in the alignment between the structure of the modules they developed and the mandatory components recommended by BSKAP. Additionally, teachers also refer to the government website Platform Merdeka Mengajar (PMM), which provides sample teaching modules that can be independently developed by teachers according to the needs of their students in each school

b. Analyzing Obstacles and Recommendations

In general, the results indicate that teachers are highly prepared to plan geography lessons. However, there are still several obstacles faced by teachers, as reflected in the varying scores obtained. The results of the analysis indicate a diversity of scores obtained by each teacher (Figure 3). This variation reflects differences in teachers' abilities and understanding in implementing the Merdeka Curriculum, particularly during the planning stage, which has led to several challenges faced by the teachers. The challenges faced by geography teachers include: 1) The presence of new terminologies in the Merdeka Curriculum requires additional time for understanding, which affects the development of teaching modules. 2) A lack of training or socialization from relevant institutions leads to limited comprehension of the curriculum's goals. 3) Limited instructional hours due to the Projek Penguatan Profil Pelajar Pancasila (P5), resulting in insufficient time for delivering subject content effectively. 4) Changes in the structure of teaching modules compared to previous curricula, necessitate adaptation and modification. 5) Learning outcomes are still generalized, requiring teachers to allocate extra time for mapping and aligning perspectives across different schools. 6) Insufficient facilities to support the learning process, particularly in geography, as most schools lack dedicated geography laboratories. These challenges hinder the curriculum's full implementation, making it essential to address these issues promptly. Teachers require adaptation and time to fully realize their potential (Nurisman et al., 2023). Teachers face challenges in

implementing structured learning due to lecture-based teaching styles and obstacles such as pedagogical competency, inadequate facilities, and an insufficient number of teachers (Retnowati et al., 2024). Changes must be tackled through reforms and improvements in each educational component to ensure an effective learning process (Table 8). Strengthening the implementation of the Merdeka Curriculum must be carried out continuously in a strategic and systematic manner to overcome these obstacles, so that the quality of learning can improve evenly across all educational institutions

Table 8. Recommendations on the Barriers to the Implementation of the Merdeka Curriculum

Evaluation	Object	Barriers	Recommendations
Context	Understanding of the Merdeka Curriculum	1) Renewal of Terminology in the Merdeka Curriculum 2) Changes in the Curriculum Structure	Competency-based training, experience, and needs (Yusrina & Usman, 2023)
Input	Facilities, Infrastructure, and Learning Systems	Lack of facilities that can support the learning process	According to the needs and learning process in order to fulfill the graduate learning outcomes. (Minister of Education and Culture Regulation No. 44/2015, 31:1)
Process	Learning Planning and Assessment	Suboptimal preparation of learning planning	The development of a good teaching module includes being essential, engaging, and meaningful, relevant and contextual, as well as continuous (PelatihanUNY, 2020).
Product	Teaching Module	Changes in the structure of the Teaching Module	Adjustment of the teaching module structure to the BSKAP (BSKAP, 2022)

Source: Analysis 2024

One of the recommended solutions by the majority of geography teachers in senior high schools (SMA) in Yogyakarta is official training conducted by relevant institutions. Teachers need reinforcement in formulating learning objectives, implementing 21st-century learning approaches, and identifying students' potential (Widyawati et al., 2024)

Training sessions will create interactive engagement between instructors and teachers, fostering positive responses in understanding the Merdeka Curriculum. These sessions will enhance teachers' competencies in the Merdeka Curriculum era by building confidence in curriculum implementation and supporting curriculum changes (Komariyah et al., 2024).

Additionally, improving infrastructure and learning facilities in each school is crucial to address suboptimal results caused by limited resources available to both teachers and students. With the right solutions in place, challenges in implementing the Merdeka Curriculum can be minimized, allowing geography lesson planning and execution to be more effective and aligned with the established educational objectives.

Conclusion

Overall, the readiness of geography teachers in planning lessons using the CIPP evaluation model is very high, with a score of 66. In the context evaluation, teachers received a "very ready" (67%). In the input evaluation, the majority of the school's facilities and infrastructure already

support the continuity of the learning process with a 100% "very ready" score. In the process evaluation, most showed a score of 83%, indicating "very ready," which relates to teachers' ability to plan lessons and assessments. In the product evaluation, a score of 67% was achieved, showing that most of the teaching modules created by teachers align with the standards set by the Indonesian National Education Standards Agency (BSKAP).

Teachers still face several barriers in implementing the Merdeka Curriculum, making lesson planning less than optimal. This is due to the changes in the curriculum structure. Improving teachers' capabilities through training and in-depth material development (workshops) conducted by government or private institutions is essential to enhance teachers' soft skills in the implementation of the Merdeka Curriculum, ensuring that the goals of the curriculum can be achieved optimally. This study is limited to senior high schools (SMA) implementing the Merdeka Curriculum with the "Mandiri Berubah" status, which resulted in less diverse data. Based on this limitation, future research is expected to expand the scope to include other school statuses such as "Mandiri Belajar" and "Mandiri Berbagi" to obtain more comprehensive findings and better reflect the variations in curriculum implementation.

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