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Correlation between Teacher Readiness, Infrastructure and Learning Media towards the Implementation of Independent Curriculum in Elementary Schools in Prambanan Sub-District

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ABSTRACT: The spectrum of autism developmental disorders is vast and diverse, ranging from mild to severe impairments. If parents lack knowledge about autism, maternal acceptance levels tend to be low. Autism literacy through the internet serves as a medium to provide beneficial, extensive, cost-effective, and easily accessible information and knowledge. This study aims to assess the effectiveness of online autism literacy in increasing maternal acceptance of autistic children. The research utilized a single-subject design, involving only one subject, following the ABA Single-case Experiment Design. The single-case experimental method was employed in this study, where autism literacy intervention was delivered through the website www.careautism.wordpress.com. A Maternal Acceptance Scale was used to evaluate the subject's psychological state before and after the intervention. The research's significance lies in providing empirical evidence on the effectiveness of online autism literacy in enhancing maternal acceptance of autistic children. Visual inspection and descriptive analysis methods were employed for data analysis. The study's results indicate that autism literacy intervention through the Internet can improve maternal acceptance of autistic children, with an increased mean score between the baseline and intervention phases.

KEYWORDS: Teacher Readiness, Infrastructure, Learning Media, Implementation of the Independent Curriculum

I. INTRODUCTION

The independent curriculum is one of the alternatives that can be implemented by every educational unit, this is because there are several advantages in the independent curriculum, including being simpler and deeper, more independent, and providing a variety of up-to-date teaching materials. Education always strives to create students who always make updates every time. The resulting changes and innovations are able to make a maximum contribution to the progress of a nation that has quality human resources (Sopiansyah, et al., 2022, p. 34).

The independent curriculum is a policy designed by the government to make a big leap in the quality aspect of education in order to produce students and graduates who excel in facing complex future challenges (Arifin & Razak, 2022, p. 202). The essence of independent learning is freedom of thought for learners and teachers. Independent learning encourages the formation of an independent soul character where teachers and learners can freely and pleasantly explore knowledge, attitudes and skills from the environment (Daga, 2021, p. 10). The existence of independent learning is very relevant to the needs of students and the demands of 21st-century education, this is because the independent learning curriculum accelerates liberating and autonomous education for both teachers and schools to interpret basic competencies in the curriculum into teacher assessments (Sherly, et al., 2021, p. 183).

The independent learning curriculum is a learning curriculum that refers to the talent and interest approach (Akib, et al., 2020, p. 39). Here, students (both students and students) can choose any subject they want to study according to their talents and interests. The Merdeka Belajar curriculum or programme was launched by the Minister of Education, Culture, Research and Technology (Mendikbud Ristek) Nadiem Makarim as a form of evaluation of the 2013 Curriculum improvements. The purpose of independent learning is so that teachers, students, and parents can get a pleasant atmosphere. It is hoped that from independent learning, teachers and students can be free in thinking so that this can be implemented in teacher innovation in delivering material to students, not only that students are also facilitated in independent learning because students are facilitated in innovation and creativity in learning. In addition, independent learning can encourage students to learn and develop themselves, form a caring

attitude towards the environment where students learn, encourage students' confidence and skills, and easily adapt to the community environment (Ainia, 2020, p. 96).

Previously, this curriculum was also referred to as the Prototype Curriculum which is one part of the government's efforts to produce the next generation that is more competent in various fields (Hambali, et al., 2023, p. 714). Teachers can contribute collaboratively and effectively to school curriculum development by organizing and structuring materials, textbooks, and learning content. In the description of the implementation of the independent curriculum, the structure of the Merdeka curriculum consists of intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities (Marsidin, 2020, p. 2). Where, the allocation of lesson hours in the curriculum structure is written in total in one year and is complemented by suggestions for the allocation of lesson hours if delivered regularly or weekly. In general, as quoted from the Kemendikbudristek website, there is no change in the total number of lesson hours. Learning activities, namely intracurricular learning and projects to strengthen the profile of Pancasila students.

In the Merdeka curriculum, the completeness of learning outcomes is no longer measured by the Minimum Completeness Criteria (KKM) in the form of quantitative values. Formative assessment in learning is carried out to identify the achievement of learning objectives. Learning outcomes can be identified by identifying the achievement of learning objectives. Teachers are given the flexibility to determine the criteria for achieving learning objectives according to the characteristics of the competencies in the learning objectives and learning activities. In addition, students can continue to the above class according to the portrait of achieving learning objectives.

One of the central figures in education is the teacher's readiness, who is the main person in delivering material to students, so teachers are also required to master the subject matter. Teachers play a very important role in implementing the independent learning policy. Teachers can collaborate and effectively work with school curriculum development to organize and compile materials, textbooks, and content. Learning. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of learners in the classroom (Alsubaie, 2019, p. 106). As an educator, teachers can understand learner psychology, and know teaching methods and strategies. Teachers also act as evaluators to assess learners' learning outcomes.

The independent curriculum requires teachers to have a deep understanding of the curriculum. However, in the current era, many teachers are not academically prepared to implement this curriculum. They have not received adequate training to understand and implement the independent curriculum. In addition, not all teachers have sufficient digital competence to integrate technology in learning. The Merdeka curriculum emphasizes the use of modern and innovative learning media, such as learning videos, online platforms, and technology-based learning applications. Teachers' inability to operate devices and manage this learning media is one of the obstacles.

Based on Government Regulation No 32 of 2013 that discusses National Education Standards, Article 1 Paragraph 9 explains that facilities and infrastructure standards are national education standards relating to minimum criteria about learning spaces, places to exercise, places to worship, libraries, laboratories, workshops, places to play, places for recreation and creativity, and other learning resources needed to support the learning process, including the use of information and communication technology. Furthermore, Chapter VII Article 42 of Government Regulation No. 32 of 2013 on National Education Standards explicitly states that each education unit is required to have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support a regular and continuous learning process.

Educational facilities and infrastructure are also one of the benchmarks of school quality. In this case, each school is required to have and provide educational facilities and infrastructure that meet the standards to support the implementation of an effective and optimal learning process. Facilities and infrastructure are one of the important factors needed in the learning process. Learning of PE. This is clearly stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning the standards of facilities and infrastructure of junior high schools / MTs. In line with the above statement, it is stated in the National Education System Law Number 20 of 2003 Chapter VII Article 42 Paragraphs 1 and 2 that each educational unit is required to have the facilities and infrastructure needed to support the learning process and be regular and sustainable.

The implementation of the Merdeka Curriculum requires adequate infrastructure facilities, such as computer laboratories, internet access, learning software, and books and teaching materials that are in accordance with the curriculum. However, not all schools and educational institutions have adequate infrastructure. Limited budgets and government support are the main obstacles in providing sufficient infrastructure for the implementation of the independent curriculum. In addition, there is a gap

between urban and rural schools. Rural schools have limited access to technology and facilities needed in the Independent Curriculum. This may affect the quality of student learning in rural areas.

There are many types and kinds of learning media in physical education, from the simplest and cheapest to the most sophisticated and expensive, therefore, media utilization must be optimal. This is one of the factors that greatly supports the learning process, for example: the use of image media, the use of audio-visual media. The learning media will greatly assist students in the smooth learning process of PE.

The independent curriculum emphasizes the use of learning media that are varied, innovative, and relevant to the development of information and communication technology. However, not all teachers have sufficient access and knowledge in utilizing this learning media. Starting from the production process, distribution, to the utilisation of learning media, there are still obstacles, both in terms of technical and understanding of the concept of learning media. In addition, there is still a gap in the accessibility of learning media for students. Not all students have supporting devices such as smartphones or laptops. This can have an impact on the learning gap among students, especially for students from underprivileged families. Prambanan is one of the sub-districts in Sleman Regency. Prambanan sub-district has 29 schools under the auspices of the Klaten District Education Office. This data was obtained from my participation in the Subject Teacher Conference or MGMP, both public and private. Based on the data obtained, there are also schools that implement boarding schools or schools as well as Islamic boarding schools. Researchers themselves have conducted surveys in the field and the results are much different from schools that do not implement boarding schools. The use of infrastructure, learning media in boarding schools is not only used in PE learning, but also used in pesantren activities. So that the use of infrastructure and learning media becomes irregular. On the other hand, students in general schools or outside boarding schools tend to be more motivated to participate in PE learning. This is because boarding schools not only study general science but also religious science. So that makes students' thoughts must be divided equally between general science and religious science. This makes this study different from other studies because not all districts have schools under the auspices of the Education Office which has public, private, and boarding schools.

Based on facts in the field and interviews conducted with several PE teachers in the Prambanan Sub-district, one of the problems often faced by PE teachers is the lack of facilities and infrastructure in PE learning. Schools have not been optimal in managing the facilities and infrastructure available at school, this is also reinforced by statements from several PE teachers during the Junior High School PE Teacher Consultation (MGMP) activities, many of these teachers also complained about the lack of facilities and infrastructure and have not met the existing standards. This condition is caused by the limited availability and quality of PE facilities and infrastructure. For example, some sports equipment exists, but is incomplete. In addition, there is no optimal management, maintenance, and checking of the condition and number of PE facilities and infrastructure every month. So many facilities and infrastructure in schools are lost, quickly damaged and cannot be used. In this case, schools can maximize their knowledge and understanding of the management of PE facilities and infrastructure owned by schools.

The lack of quantity and quality of infrastructure can be seen by the fact that not all schools have adequate infrastructure for PJOK learning, such as sports fields, sports equipment, or health facilities. Inadequate infrastructure can affect the quality of PJOK learning and hinder the development of students' physical skills. In addition, the limited space and time in learning PJOK often require a large space and sufficient time for various activities such as sports, games, or training. However, the limited space and time in the school schedule often makes PJOK learning limited in terms of duration and opportunities for students to develop in terms of physical, skills, and knowledge. PJOK learning can be improved with supporting facilities such as fitness facilities, reference rooms, or sports libraries. However, not all schools have these supporting facilities, so that PJOK learning is limited in terms of variety and content taught.

PE facilities and infrastructure in schools are closely related to the achievement of learning objectives. The learning objectives of PE and achievement are certainly inseparable from the availability of adequate PE facilities and infrastructure, by sports standards, according to school needs, and supported by the management of PE facilities and infrastructure. The existence of good management of sports facilities and infrastructure will contribute to the learning objectives of PE and the achievement of sports achievements, and the condition of PE facilities and infrastructure will always be organized, maintained, and always in a ready-to-use condition. This statement is emphasized by Matin and Fuad (2018, p. 1) who state that educational facilities and infrastructure are one of the resources that support the learning process at school, and the success of educational programs at school is strongly based on the condition of educational facilities and infrastructure owned by the school. For this reason, it is necessary to know about the management of PE facilities and infrastructure, learning media, and learning motivation starting from planning, procurement processes, inventory, use, maintenance, and elimination of goods. Learning media is also an important element in

the learning process of PE. Based on surveys in several schools, PE teachers have not maximized learning media optimally. PE teachers only use existing materials that do not maximize such as projectors, power points, and other media.

From the description of the problems above, namely problems when teachers implement the independent curriculum. Many teachers are confused by implementing the Independent Curriculum at all levels of education, with teachers being declared a professional category that is included as a field requiring special expertise. In the readiness of teachers to implement the Independent Curriculum, there are problems with the lack of opportunities and learning resources or inadequate facilities and infrastructure, as well as teachers who are technology illiterate, teachers who are accustomed to old learning, and lack of learning using pre-learning media, it is concluded that the problems found are that teacher readiness for the implementation of the independent curriculum, inadequate infrastructure, teachers must be creative in modifying the infrastructure used, and teachers still use old learning media and now must be more advanced.

II. METHOD

Type of Research

The research carried out is a type of correlational quantitative description. The data is generated in the form of percentage data in the form of numbers. The results of the study were obtained from elementary physical education teachers in Prambanan Sleman District who were sampled in this study. The data collection process was carried out using research instruments in the form of questionnaire guidelines with survey and interview methods.

Place and Time of Research

It was carried out at the KKG meeting of PJOK teachers which was held in the regional office in Prambanan Sleman District, in December 2023.

Research Instruments

Research instruments are tools to facilitate data processing that researchers use to collect research data whose purpose is to facilitate work so that the results of the data studied are more complete, systematic, and careful (Arikunto, 2010, p. 203). Questionnaires are instruments that researchers choose to use as a measuring tool for research variables. This questionnaire contains questions related to the correlation between teacher readiness, infrastructure facilities, and learning media in differentiated learning with the independent curriculum.

Data Analysis Technique

The correlation test uses Pearson Correlation Product Moment. This correlation analysis is used to determine the strength of the relationship between variables where other variables that are considered influential are controlled or fixed (as control variables).

III.RESEARCH RESULT

1. The Effect of Teacher Readiness on the Implementation of the Merdeka Curriculum in Elementary Schools in Prambanan Subdistrict

Data analysis is used to answer the proposed hypothesis, namely whether or not there is an effect of Teacher Readiness on the Implementation of the Independent Curriculum in elementary schools in Prambanan sub-district. To determine whether or not there is an effect of Teacher Readiness on the Implementation of the Independent Curriculum in elementary schools in the Prambanan sub-district, hypothesis testing with partial tests. Hypothesis testing uses partial test analysis techniques, the results of which can be seen in the following table:

Table 1. Summary of Teacher Readiness for the Implementation of the Independent Curriculum in Elementary Schools in Prambanan District

Price *t*		*P*	Description
Count	Table		
0,811	2,05	0,426	Not significant

The resulting analysis is that the t count of 0.811 is smaller than the t table of 2.05 and the significance value is 0.426> 0.05, meaning that there is no effect of teacher readiness on the implementation of the independent curriculum in elementary schools in Prambanan District.

2. The Effect of Facilities and Infrastructure on the Implementation of the Independent Curriculum in Elementary Schools in Prambanan District

Correlation between Teacher Readiness, Infrastructure and Learning Media towards the Implementation of Independent Curriculum in Elementary Schools in Prambanan Sub-District

Data analysis used to answer the hypothesis proposed, namely whether or not there is an influence of facilities and infrastructure on the implementation of the independent curriculum in elementary schools in Prambanan sub-district. To find out whether or not there is an influence of facilities and infrastructure on the implementation of the independent curriculum at elementary schools in the Prambanan sub-district, hypothesis testing with partial tests. Hypothesis testing uses partial test analysis techniques, the results of which can be seen in the following table:

Table 2. Summary of Facilities and Infrastructure on the Implementation of the Independent Curriculum in Elementary Schools in Prambanan District

Price *t*		*P*	Description
Count	Table		
1,243	2,05	0,227	Not significant

The resulting analysis is that the t count of 1.243 is smaller than the t table of 2.05 and the significance value is 0.227> 0.05, meaning that there is no effect of infrastructure facilities on the implementation of the independent curriculum in elementary schools in Prambanan District.

3. The Effect of Learning Media on the Implementation of the Independent Curriculum in Elementary Schools in Prambanan Subdistrict

Data analysis used to answer the hypothesis proposed, namely whether or not there is an influence of learning media on the implementation of the independent curriculum in elementary schools in Prambanan sub-district. To find out whether or not there is an effect of learning media on the implementation of the independent curriculum in elementary schools in the Prambanan sub-district, hypothesis testing with partial tests. Hypothesis testing uses partial test analysis techniques, the results of which can be seen in the following table:

Table 3. Summary of Learning Media on the Implementation of the Independent Curriculum in Elementary Schools in Prambanan District

Price *t*		*P*	Description
Count	Table		
0,480	2,05	0,636	Not significant

The resulting analysis is that the t count of 0.480 is smaller than the t table of 2.05 and the significance value is 0.636> 0.05, meaning that there is no effect of learning media on the implementation of the independent curriculum in elementary schools in Prambanan District.

4. The Relationship between Teacher Readiness, Infrastructure Facilities, and Learning Media on the Implementation of the Independent Curriculum in Elementary Schools in Prambanan Subdistrict

Data analysis is used to answer the proposed hypothesis, namely whether there is a relationship between teacher readiness, infrastructure facilities, and learning media on the implementation of the independent curriculum at elementary schools in the Prambanan sub-district. To find out whether or not there is a relationship between teacher readiness, infrastructure, and learning media. learning towards the implementation of the independent curriculum in elementary schools in the Prambanan sub-district, then hypothesis testing using multiple regression analysis techniques and partial tests. Hypothesis testing using multiple regression analysis techniques, the results of which can be seen in the following table:

Table 4. Summary of the Relationship between Teacher Readiness, Infrastructure Facilities, and Learning Media on the Implementation of the Independent Curriculum in Elementary Schools in the Prambanan District

R xy	R square	*Price F*		Description
		Count	Table	
0,304	0,092	0,779	2,975	Not Significant

The resulting Rxy coefficient is 0.304 the F count of 0.779 is smaller than the F table of 2.975 and the significance value is 0.518> 0.05, meaning that there is no relationship between teacher readiness, infrastructure, and learning media on the implementation of the independent curriculum in elementary schools in Prambanan District.

Meanwhile, based on the R square of 0.092 x 100%, it shows that teacher readiness, infrastructure facilities, and learning media contribute to the implementation of the independent curriculum at SDs in Prambanan District by 9.2%, while the remaining 90.8% is influenced by factors that are not included in this study.

The regression equation is as follows:

Y = 79.007 + 0.258X1 - 0.486X2 + 0.138X3.

From the regression equation, it can be explained as follows:

1) The constant is 79.009; meaning that if teacher readiness (X1), infrastructure (X2), and learning media (X3) then the implementation of an independent curriculum is 79.007.

2) The regression coefficient of the teacher readiness variable (X1) is 0.258, meaning that if the teacher readiness variable increases by 1%, the implementation of the independent curriculum will increase by 0.258.

3) The regression coefficient of the infrastructure variable (X2) is -0.486, meaning that if the infrastructure variable increases by 1%, the implementation of the independent curriculum will decrease by 0.486.

4) The regression coefficient of the learning media variable (X3) is 0.138, meaning that if the learning media variable increases by 1%, the implementation of the independent curriculum will increase by 0.138.

5) Meanwhile, based on the Beta coefficient which aims to determine the more dominant variable. The beta coefficient is as follows:

Table 5. Beta Coefficient

Variable	Beta
Teacher Readiness	0,199
Infrastructure	-0,417
Learning Media	0,177

Based on the data above, it can be seen that the teacher readiness variable has the highest contribution to the implementation of the independent curriculum. While the second contribution is given by the learning media variable and the third by facilities and infrastructure.

DISCUSSION

Based on the results of the research on the relationship between teacher readiness, infrastructure, and learning media on the implementation of the independent curriculum at elementary schools in the Prambanan sub-district, it was found that there was no relationship between teacher readiness, infrastructure, and learning media on the implementation of the independent curriculum at elementary schools in Prambanan sub-district. This result shows that these factors are not the dominant factors in implementing the independent curriculum in these schools. It is likely that other factors such as learning approaches, principal support, and student participation can influence the implementation of the independent curriculum more significantly.

The contribution of teacher readiness, infrastructure, and learning media to the implementation of the independent curriculum in elementary schools in the Prambanan sub-district is 9.2%. This result shows that although these factors have a contribution, the contribution is relatively small compared to other factors outside this study that influence the implementation of the independent curriculum. These factors can be taken into consideration for schools in improving the implementation of the independent curriculum, but it is necessary to look for other factors that have a greater contribution.

According to Arwiyanti (2022. p. 2), The curriculum is developed based on the times, and advances in science and technology will affect social values, needs, and demands of society according to the times. In line with this opinion, it shows that curriculum development requires other factors that are very complete. This situation shows that the factors from teachers, facilities, and learning media still need other factors to support the implementation of the Merdeka curriculum. Almost the same situation according to Rani Febrianningsih (2023, p. 1) the obstacle factor for elementary school teachers in implementing the independent learning curriculum is the lack of understanding of the independent learning curriculum between teachers and parents. And facilities and infrastructure are not yet adequate.

The teacher readiness variable has the highest contribution to the implementation of the independent curriculum in elementary schools in the Prambanan District. This result shows that teacher readiness in implementing the independent curriculum has a significant influence on the success of its implementation. Factors such as knowledge of the independent curriculum, relevant teaching skills, and teacher motivation in implementing the independent curriculum need to be considered

and improved. The contribution of learning media and infrastructure variables also needs to be considered, but not as much as the contribution of teacher readiness.

The level of teacher readiness in the Prambanan sub-district is high. This shows that teachers in the area have prepared themselves well to face the implementation of the independent curriculum. This high readiness can be interpreted that they have the knowledge, competencies, and skills needed to effectively implement the independent curriculum. Meanwhile, the level of implementation of the independent curriculum in primary schools in Prambanan sub-district is categorized as good. This shows that the independent curriculum has been implemented well by teachers in the area. This good implementation can be characterized by a deep understanding of the curriculum, the use of appropriate teaching methods, and assessments that focus on student competence and understanding. However, it should be noted that the results of the study revealed no significant effect between teacher readiness and the implementation of the independent curriculum. This means that although the level of teacher readiness is considered high, this does not directly impact the level of implementation of the independent curriculum in primary schools in the Prambanan sub-district.

The gap between the sufficient level of infrastructure and the good implementation of the independent curriculum. Although the level of infrastructure is sufficient, a positive influence on the implementation of the independent curriculum should be expected. This can raise questions about the factors other factors that may influence the implementation of the independent curriculum in these primary schools. Other factors that may play a role in the implementation of the independent curriculum at primary schools in Prambanan sub-district. These factors may include teacher competence, school and community support, and policies that support the implementation of the independent curriculum. In this case, further research may need to be conducted to identify these factors and the extent to which they influence the implementation of the independent curriculum.

It is important to understand that the level of learning media categorized as good indicates that primary schools in the Prambanan sub-district have adequate resources and facilities to support the learning process. This aims to improve the interaction between teachers and students and encourage student participation in learning. Some factors that may influence the level of good learning media are the availability of technology, visualization of interesting material, and the use of media relevant to the curriculum. The level of implementation of the independent curriculum which is categorized as good shows that teachers in SDs in Prambanan Sub-district can implement and adjust the independent curriculum well. This good implementation can be reflected in the teacher's understanding of the curriculum, the ability to design interesting lessons, and the freedom of creativity in delivering material to students. However, even though these two factors are classified as good, this study did not find a significant influence between learning media and the implementation of an independent curriculum. This means that good learning media does not directly affect the level of implementation of the independent curriculum in primary schools in the Prambanan sub-district. Other factors such as teacher competence, student motivation, and school environment can also play a role in the implementation of the independent curriculum.

IV. CONCLUSIONS

A. Conclusion

Based on the results of the research and discussion, it can be concluded that there is no relationship between teacher readiness, infrastructure, and learning media on the implementation of the independent curriculum in elementary schools in the Prambanan sub-district. Teacher readiness, infrastructure facilities, and learning media contribute to the implementation of the independent curriculum in elementary schools in Prambanan District by 9.2%, while the remaining 90.8% is influenced by factors not included in this study.

B. Suggestions

1. For PJOK Teachers

The results of the study are expected to serve as a reference for PJOK teachers to be able to deepen and enrich their abilities and skills in the world of education in order to improve the implementation of the Merdeka curriculum.

2. For further researches

As a source of reference and comparison material for further research to conduct higher quality research.

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