



## THE OPPORTUNITY AND CHALLENGES OF IMPLEMENTING A PROTOTYPE CURRICULUM

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### Abstract

Learning loss due to the Covid-19 pandemic prompted the simplification of the 2013 Curriculum into an Emergency Curriculum, which was then refined into a Prototype Curriculum. Curriculum changes always bring optimism as well as skepticism. The hope for a new curriculum that is better in line with the ability of education providers in implementation. This research is evaluative research with a literature study approach. This study aims to make a corrective contribution to the policy coherence of the prototype curriculum. The data source comes from government policies supported by expert analysis of curriculum developers. Data analysis is rationally deductive. It was concluded that the prototype curriculum focused on developing non-technical abilities and character within the framework of Pancasila values, simplifying learning materials, and developing literacy and numeracy skills. Opportunities from this curriculum are reducing the administrative burden of teaching, and the design of learning becomes more flexible so that the quality of learning can be improved. The challenge is the teacher's readiness (attitudes and emotions, knowledge, and behavior). Based on the Ministry of Education's recommendation, which refers to the results of the 2020 UKG, it is stated that the quality and competence of teachers are still low, it is necessary to improve IT capabilities, and the KKG and MGMP functions are not yet maximized.

**Keywords:** Implementation, Prototype Curriculum, Teacher Challenges

### Abstrak

*Learning loss akibat pandemi Covid-19 mendorong penyederhanaan Kurikulum 2013 menjadi Kurikulum Darurat kemudian disempurnakan menjadi Kurikulum Prototipe. Perubahan kurikulum selalu membawa sikap optimis sekaligus skeptis. Harapan adanya kurikulum baru yang lebih baik berhadapan dengan kemampuan penyelenggara pendidikan dalam implementasi. Penelitian ini merupakan penelitian evaluatif dengan pendekatan studi pustaka. Penelitian ini bertujuan memberi sumbangan korektif terhadap koherensi kebijakan kurikulum prototipe. Sumber data berasal dari kebijakan pemerintah didukung analisis pakar pengembang kurikulum. Analisis data secara rasional deduktif. Didapatkan kesimpulan bahwa kurikulum Prototipe berfokus pada pengembangan kemampuan nonteknis dan karakter dalam bingkai nilai-nilai pancasila, penyederhanaan materi pembelajaran dan pengembangan kemampuan literasi dan numerasi. Peluang dari kurikulum ini adalah pengurangan beban administrasi pengajaran dan desain pembelajaran menjadi lebih fleksibel sehingga mutu pembelajaran dapat ditingkatkan. Tantangannya adalah kesiapan guru (sikap dan emosi, pengetahuan, serta perilaku) dalam beradaptasi dengan kurikulum baru. Berdasar rekomendasi Kemendikud yang merujuk pada hasil UKG 2020 disebutkan bahwa mutu dan kompetensi guru masih rendah, perlu meningkatkan kemampuan IT dan belum maksimalnya fungsi KKG dan MGMP.*

**Kata Kunci:** Implementasi, Kurikulum Prototipe, Tantangan Guru

## INTRODUCTION

The new way of life, the new normal, changes many fields of life, including education. The education is shifted from face-to-face learning into long-distant learning. Long-distant learning via online access for education has been being applied before the COVID-19 outbreak but is more popular lately. However, sporadically, the pandemic accelerates the learning mode for all educational levels. Many efforts and educational policies attempt to recover the learning loss due to the pandemic. The modified curriculum, the reduced materials, and the freedom to implement the learning model have been promoted to adapt to the pandemic situation. Unfortunately, the technical adaptation of the learning did not go in line with equal-teaching paradigm adaptation.

The learning process dynamics occur frequently. For example, the shift class for blended learning only allowed 50% of total learners to attend the classroom physically. This percentage was equal to 18 learners learning face-to-face in a classroom. On December 13, 2021, the government, declared by the joint decision of four ministers, resumed the face-to-face learning activity with a total capacity of 100% learners. However, the learning duration was still limited to six hours per day as declared by the Ministers of Education, Culture, Research and Technology; Religion; Health; and Domestic Affairs.<sup>1</sup> The policy might be renewed if the COVID-19 case rate increases due to the new variant.

The government has been applying various educational formulas to adapt to the COVID-19 pandemic. The successful adaptation of the educational process, during the pandemic, and after the pandemic, determines the future of national education. Many policies, such as *Merdeka Belajar-Kampus Merdeka* (MB-KM), thematic internship, teaching from home, and emergency curriculum influenced the national educational road map.<sup>2</sup> At the end of 2021, the Ministry of Education, Culture, Research, and Technology, Nadiem Makarim, issued a new policy regarding the Prototype Curriculum (*Kurikulum Prototype*). This curriculum was the follow-up curriculum of the emergency curriculum (*kurikulum darurat*) promotion and a modest version of the 2013 curriculum. The policy is regulated by the Ministerial Decree of the Ministry of Education, Culture, Research, and Technology, Number 719/P/2020 since August 2020. Later, in the new academic year of 2022, the prototype curriculum will be optional. This decision implies that schools may select one curriculum from three options: the 2013 curriculum, emergency curriculum, and prototype curriculum to transform the learning. In 2024, the government will declare which curriculum will be applied nationally. The Minister of Education, Culture, Research, and Technology, via the Ministerial Regulation Number 162/M/2021, regulates the prototype curriculum and the pilot schools.<sup>3</sup>

The *Tempo* newspaper also reported that the policy would suggest removing the fragmented departments at Senior High School once the curriculum was applied. For the tenth

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<sup>1</sup> Kemendikbud RI, "Panduan Penyelenggaraan Pembelajaran Di Masa Pandemi Covid-19," [Http://Ditjip.Kemdikbud.Go.Id/](http://Ditjip.Kemdikbud.Go.Id/), 2021.

<sup>2</sup> Ditjen Dikti, "Tantangan Dunia Pendidikan Di Masa Pandemi," 2020, <https://dikti.kemdikbud.go.id/kabar-dikti/kabar/tantangan-dunia-pendidikan-di-masa-pandemi/>.

<sup>3</sup> Kemendikbud RI, "Kurikulum Prototipe Sebagai Opsi Dukung Pemulihan Pembelajaran," <https://www.kemdikbud.go.id/main/blog/>, 2021, <https://www.kemdikbud.go.id/main/blog/2021/12/kurikulum-prototipe-sebagai-opsi-dukung-pemulihan-pembelajaran>.

graders, they will take the common courses as implemented in Junior High Schools. However, Senior High schools are allowed to allocate the subject loads of natural science and social science for tenth graders after promoting the aptitude-interest screening process. Then, in the eleventh and twelfth grades, the schools can combine the preferred subjects and support the preferred ideals. For example, learners with dreams to be architects may exclude biology from their subject list.<sup>4</sup> However, the learners must take the obligatory subjects, including (1) religion and character education, (2) Pancasila and civics, (3) Indonesian language, (4) English, (5) Mathematics, (6) Musical Art, (7) Sport, and (8) History.<sup>5</sup> The rule about the learning freedom to choose the preferred subject is regulated in the Ministerial Regulation of Education, Culture, Research, and Technology Ministry Number 162/M/2021 about pilot schools.<sup>6</sup>

The government applied a prototype curriculum to respond to the evaluative results of the applied emergency curriculum during COVID-19. The evaluation results of the Educational Standards, Curriculum and Assessment Agency, the Ministry of Education, Culture, Research, and Technology, found that the implementation of an emergency curriculum accelerated the learning process for about five to five months. This acceleration is higher than the implementation of the 2013 curriculum. There are three characteristics to be the reference of the curriculum development. They are: (1) the non-technical skill or soft skill and character development via project-based learning, (2) material simplification with essential material focus and time-allotment adequacy to realize comprehensive competence, such as literacy and numerical skills, (3) flexibility for the teachers to design the learning based on the learners' characteristics and the adjustment for both context and local content.<sup>7</sup>

The Minister of Education, Culture, Research, and Technology provides the manual to arrange and develop the curriculum structure, the learning objectives, the learning principles, and the learning operations to apply the curriculum. The central government also provides some teaching materials, such as textbooks, subject modules, and a project manual with a Pancasila learner profile. In this case, the educational units have the authority and freedom to select and modify the given reference from the central government. Thus, the educational units can predict their readiness and the learners' characteristics.<sup>8</sup> Ririn Yuniasih explains that the government has five objectives to provide the manual to apply the curriculum. They are (1) providing opportunities for teachers to modify and share some adjustments, (2) providing learning process and direction, (3) providing freedom to design the learning objectives, (4) lowering the demands and the stressors, and (5) accommodating the needs and condition of the learners.<sup>9</sup>

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<sup>4</sup> Tempo.co, "Kurikulum Prototipe 2022: Hapus Kotak Jurusan, Murid Bebas Pilih Mata Pelajaran," *Nasional.Tempo.Co*, 2022, <https://nasional.tempo.co/read/1545447/kurikulum-prototipe-2022-hapus-kotak-jurusan-murid-bebas-pilih-mata-pelajaran>.

<sup>5</sup> Dwi Nanda, "Urgensi Kurikulum Prototipe 2022," *Kompas.com*, 2022, <https://www.kompas.com/edu/read/2022/01/06/121411271/urgensi-kurikulum-prototipe-2022?page=all>.

<sup>6</sup> Kemendikbud RI, "Kurikulum Prototipe Sebagai Opsi Dukung Pemulihan Pembelajaran."

<sup>7</sup> Kemendikbud RI.

<sup>8</sup> Kemendikbud RI, "Kemendikbudristek Dorong Sekolah Memahami Opsi Kurikulum Prototipe Untuk Pulihkan Pembelajaran," [kemendikbud.go.id](https://www.kemendikbud.go.id), 2021, <https://www.kemendikbud.go.id/main/blog/2021/12/kemendikbudristek-dorong-sekolah-memahami-opsi-kurikulum-prototipe-untuk-pulihkan-pembelajaran>.

<sup>9</sup> Ririn Yuniasih, "Kurikulum Dan Guru: Isu Penyederhanaan, Makna, Dan Tantangannya," 2020, <https://www.youtube.com/watch?v=zAwp4ZghNfk>.

For most people, each time the new Minister of Education is elected, they will think negatively about the applied curriculum. For the people, each new minister will bring a new policy and curriculum that makes the people start over again. Ririn Yuniasih explains this phenomenon as the historical education of Indonesia that remains centralized.<sup>10</sup> Centralization means that the educational community prefers to be directed. Thus, it leads to systemic dependency that must be changed with autonomous habit and freedom. Besides that, the single perception of the new curriculum makes the people cannot think broadly. This matter leads to misunderstanding, stress, and new problem. Therefore, it is important to have the same perception, philosophy, objective, and accurate socialization of the curriculum. Teachers, as the promoter of the curriculum, must understand the road map of the curriculum. The same matter also goes for school supervisors and educational institution chiefs.

The curriculum dynamics should be the new stage for better educational quality. The curriculum is an instrument of education to improve human resources. The operation of the curriculum becomes the primary condition to make the instrument implementation accurate. The analogy of curriculum change is similar to changing a better vehicle. This new curriculum will not be maximum if the users cannot direct and operate the curriculum correctly.<sup>11</sup> The theoretical understanding of curriculum development is more important than understanding the technical implementation of a new curriculum.

The spirit of change in the curriculum should have received positive responses. Dan Wahyudin explains that the essence of the curriculum is dynamic change. The curriculum is an educational instrument that keeps developing to meet the needs and characters of the community. The curriculum change is a part of the government's efforts to provide better educational services for the nation. The change considers the needs of the future generation that must receive immediate action. For some people, the change occurs radically and suddenly. However, the real implementation goes incrementally and continuously. The latest curriculum still has some similar parts to the previous curriculum. Thus, the community should be aware of this similarity and receive the latest curriculum development.<sup>12</sup> Understanding the main changes in the curriculum becomes the beginning to find out the new curriculum focus.

Thus, the new curriculum focus must be investigated to find out the opportunities and challenges of the curriculum implementation. The investigation can be a consideration matter for the stakeholders and education about further curriculum implementation. Being pessimistic to apply the new curriculum hinders national advancement. On the other hand, being optimistic recklessly will lead to a situation of repeating the same problems in the previous curriculum.

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<sup>10</sup> Yuniasih.

<sup>11</sup> Muhammad Ilman Nafiah, "Pengamat: Istilah Ganti Menteri, Ganti Kurikulum Itu Fakta!" *Idntimes.Com*, 2021, <https://www.idntimes.com/news/indonesia/muhammad-ilman-nafian-2/pengamat-istilah-ganti-menteri-ganti-kurikulum-itu-fakta/3>.

<sup>12</sup> Din Wahyudin, *Webinar Semangat Kiprah Pendidik Menyongsong Kebijakan Kurikulum Baru* (e.guru.id, 2021), [https://www.youtube.com/watch?v=\\_zKeA5EOaNw](https://www.youtube.com/watch?v=_zKeA5EOaNw).

## RESEARCH METHOD

This evaluative research applied a literature study approach. This research deals with the opportunities and challenges of implementing the Prototype Curriculum (*Kurikulum Prototipe*) in 2022. The researchers expect the results would be useful in arranging the plan, improving the program, and evaluating the policy coherence of the curriculum based on the facts and field data. There are three issues of prototype curriculum in this research. They are (1) developing the non-technical skills (soft skills) and the character, (2) simplifying the lesson materials, and (3) providing flexibility for teachers to design their subjects.

The researchers obtained the data from various policies about prototype curricula, for example, the Ministerial Decree of Ministry of Education, Culture, Research, and Technology Number 162/M/2021 about pilot schools. The researchers obtained the related information about prototype curriculum policy from accessible information and government sites, for example, *kemdikbud.co.id* and other relevant sources. The researchers also used official information from the government, scientific explanations from the experts about curriculum development, and research results about the opportunities and challenges of the new curriculum implementation.

The policy of a dynamic change should not be seen partially. This change correlates with other existing components. This research applies a reflective logic approach as the data validity test. With the new curriculum change as an integrated systematic hierarchy, the government expects to provide solutions and corrections to the currently applied curriculum.

## RESULTS AND DISCUSSION

### The Paradigm of Curriculum Change

The educational curriculum change paradigm refers to a dynamic, relative, and contextual changing process. The nature is dynamic because the curriculum must be developed and adjusted with the era's development. The development must also receive various criticisms. The development has relative nature because the change is seen as an ideal matter at present. However, this perception may be different in the future. Then, the contextual feature deals with curriculum policy. The previous curriculum policy is no longer relevant to the current situation. Thus, the curriculum needs contextualization with the community needs at the moment.<sup>13</sup> Indonesia has undergone some curriculum changes, started the simple curriculum after the freedom in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, emergency curriculum, and prototype curriculum. Some policies regarding the curriculum changes are based on the analysis, evaluation, and prediction of the dynamic community needs and demands.

The change of curriculum is inseparable from the educational essence as the supra system of inter-correlated components. The components include (1) objective, (2) learner, (3) management, (4) structure and schedule, (5) material, (6) educational staff and teachers, (7) learning media, (8) facility, (9) technology, (10) quality control, (11) research, and (12) educational cost. As a system, curriculum change is not something mono-disciplinary. The change begins with honesty and righteousness in identifying some components to determine

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<sup>13</sup> Imam Machali, "Kebijakan Perubahan Kurikulum 2013 Dalam Menyongsong Indonesia Emas Tahun 2045," *Jurnal Pendidikan Islam* 4, no. 1 (2014): 71, <https://doi.org/10.14421/jpi.2014.31.71-94>.

the shortcomings to revise. The shortcomings may include strategy and the contribution toward the applied system. Thus, the improvement of educational quality and governance can be achieved.<sup>14</sup>

Heretofore, the curriculum change brings many problems, such as inconsistency and incoherence among each curriculum. The integration of the objectives, contents, learning process, and assessment of the curriculum is not consistent. This matter is observable from the individual test results with the national learning outcomes, the plan, and the preparation of the implementors' readiness. Thus, the curriculum inconsistency should be revised with an integrated review of the accurate process and stage to implement the revisions.<sup>15</sup>

### **The non-technical skill (soft skills) and character developments**

The prototype curriculum emphasizes non-technical (soft skills) and character development. The current applied education is considered to emphasize technical skill development. Thus, the current education neglects the balance of life skills, both hard skills (technical skills) and soft skills (non-technical skills). Hard skills are measurable from academic achievements because the skills directly deal with the science, technology, and technical skill mastery of individuals. On the other hand, soft skills deal with personal characteristics and qualities, such as creativity, thinking skills, leadership, interpersonal skill, and adaptive skill. Soft skills are subjective matters because the skills are not measurable in written test form. Thus, the balance of the skills become the primary need of human. The balance of the skills also requires adjustments to the applied learning process, the material delivery, and the learning evaluation process.<sup>16</sup>

The notion of developing and empowering soft skills has been realized since the implementation of the 2013 curriculum. The 2013 curriculum applied eighteen values from religions, Pancasila, cultures, and national education to make the character education objectives clear. The problems deal with the educational paradigm that tends to prioritize academic tests rather than the learning achievements and learners' character developments. The current education has not acknowledged individual character development. Thus, the current education should receive improvement with an applicable model that could appreciate and encourage soft skill and hard skill achievement fairly.

One of the applicable learning models to develop both skills is Project-Based Learning, PBL. Since the implementation of the 2013 curriculum, PBL has become an authentic learning role model to accommodate 21<sup>st</sup> skills, starting from “critical thinking, problem-solving, communication, creative, innovative, and collaborative skills”.<sup>17</sup> PBL has been applied for various learning materials and models, both online and offline, as the requirement of teachers' and learners' readiness to develop and learn together.<sup>18</sup> The implementation of PBL is very

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<sup>14</sup> Ratuman and Imas Rosmiati, *Perencanaan Pembelajaran*, 2nd ed. (Depok: Raja Grafindo, 2020).

<sup>15</sup> Din Wahyudin, *Politik Kurikulum* (Bandung: Rosdakarya, 2020).

<sup>16</sup> Budi Sutrisno, “Profil Model Pembelajaran Soft Skill SMK Bidang Ekonomi Di Surakarta ( Kajian Aspek Apa; Mengapa; Dan Bagaimana),” *Jurnal Pendidikan Ilmu Sosial* 26, no. 2 (2016): 115–35.

<sup>17</sup> ditpsd, “Anak-Anak Indonesia Perlu Dilatih Kecakapan Hidup Abad 21,” [ditpsd.kemdikbud.go.id](https://ditpsd.kemdikbud.go.id), 2021, <https://ditpsd.kemdikbud.go.id/artikel/detail/anak-anak-indonesia-perlu-dilatih-kecakapan-hidup-abad-21>.

<sup>18</sup> Sutrisno et al., “Implementasi Model Pembelajaran Proyek Warga Global,” *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan* 6 (2021): 155–64.

useful. PBL, in the prototype curriculum, only takes about 20-30% of the allocated hours of a subject. This percentage should be reviewed to determine the proportions among the required time, cost, media, and available resources. If the new curriculum demands the implementation of PBL as a mandatory matter, the implementation of PBL should be perceived as system support for the learning process. This perception is important to avoid deviating assumptions, such as PBL as added learning activities.

PBL implementation in the Prototype Curriculum emphasizes the development and achievement of the Pancasila learning value profile. Pancasila learner profile, as regulated by the Ministerial Rule of Ministry of Education, Culture, Research, and Technology, Number 22 the Year 2020, refers to “the realization of Indonesian learners as long-live learners with global competence and Pancasila characters, including: (1) being faithful, pious, and noble, (2) having global diversity or *berkebinekaan*, (3) having cooperation, (4) being autonomous, (5) critically thinking, and (6) being creative”.<sup>19</sup> The applied project is expected to realize the value achievements fairly, for example, screening trashes. This project allows learners to learn many things inter-disciplinary, including cooperation and collaboration.<sup>20</sup> Pancasila learner profile has six main features. The six features are relevant to the previous curriculum, the 2013 curriculum. The most important matters from both curricula are the implementation and proportional assessment. Assessment for developing character and soft skills is not difficult because the assessment has been normalized.

The survey about character, since 2021, has been dealing with essential problems to measure the success of educational institutions in developing the Pancasila learner profile. The character survey became the evaluation and the development of educational institutions instead of individual achievement. The survey became the model for teachers to develop character and soft skills development regularly. The assessment became the standard of individual achievement and evaluation for the promoted learning by the teachers.

### **Learning material simplification**

The prototype curriculum is a follow-up of the previous curriculum, the emergency curriculum (Kurikulum Darurat). A prototype curriculum simplifies some learning materials and focuses on essential matters and competence developments, such as literacy and numerical competencies. This simplified direction is efficient and has been the main discussion of curriculum change. The curriculum change removed the implementation of the computer-based national examination in 2021. Then, the curriculum change applied the Minimum Competency Assessment and Character Survey. The Computer-based National Examination is considered to have many materials. The examination also only examines the cognitive aspect of learners and focuses on memorizing activity instead of competence mastery. The new format of Minimum Competency Assessment can observe the learning outcomes comprehensively. The assessment is not carried out based on the learning materials or curriculum material mastery as the computer-based national examination does. The assessment focuses on minimum

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<sup>19</sup>Kemendikbud RI, “Pelajar Pancasila,” kemdikbud.go.id, 2021, <https://cerdasberkarakter.kemdikbud.go.id/profil-pelajar-pancasila/>.

<sup>20</sup> Kemendikbud RI, “Kemendikbudristek Dorong Sekolah Memahami Opsi Kurikulum Prototipe Untuk Pulihkan Pembelajaran.”

competencies, reading, and numerical literacy. The promoted character survey aims to map the capabilities of the learners to internalize Pancasila values.<sup>21</sup>

Literacy and numerical skills are important because they are general, principle, and useful for the learners to learn many things. Literacy refers to the analytic thinking skill toward a conceptual understanding of a reading passage. On the other hand, numerical skills deal with numerical reasoning to understand mathematics concepts.<sup>22</sup> Reading skill is important to developing literacy skill. However, the implementation of the skill is not correlated with the reading-passage understanding level of the individuals. The same matter goes for numerical skills. An individual needs mathematics understanding to develop numerical skills. However, the implementation of numerical skills is not correlated with the practical problem-solving skill level of individuals in the real world.<sup>23</sup> According to the PISA ranking, the numerical and literacy skills of Indonesian learners are still low. The rates have remained unchanged for recent 10-15 years. The curriculum change, from a competency-based curriculum to the 2013 curriculum, has not provided a significant solution for the low rate problem. The evidence was observable from the implementation of the National Examination with cognitive aspect emphasis.

A Prototype Curriculum (Kurikulum Prototipe) encourages teachers to be creative and to maximize various approaches and learning methods. These efforts are useful to develop learners' critical thinking and reasoning skills. Thus, the situation in which teachers teach many materials to the learners will not be relevant to the objective of the prototype curriculum. The curriculum demands comprehensive materials instead of many materials. Thus, the learners will find the materials useful for their life. Wina Sanjaya<sup>24</sup> explains that the learning process is not determined by the length of a learning period. Instead, the process is determined by how much information is given. Learning process quality is observable from the learning experience to influence individual behavior and skill changes. The explanation indicates that a teacher may teach some materials but the materials can make the learners aware and encourage them to learn. The underlying principle of this teaching is - teaching as environmental management for learners to learn instead of teaching as a transfer of knowledge. A country with an excellent education, for example, Finland, only applies 4-5 schooling hours for Senior High School based on the learner interest emphasis. The shorter learning time does not mean the learners receive low education quality. This learning time provides a meaningful experience for learners to behave scientifically and autonomously.

The teachers can use an inter-textual approach to develop the learners' literacy reasoning skills. This approach has been applied in countries with excellent literacy levels, such as Finland, the Netherlands, Sweden, Australia, and Japan. The focus of the inter-textual approach is the teaching process. The teaching develops learners' critical responses in the understanding of

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<sup>21</sup> Kemdikbud, "Tahun 2021, Ujian Nasional Diganti Asesmen Kompetensi Dan Survei Karakter," kemdikbud.go.id, 2019, <https://www.kemdikbud.go.id/main/blog/2019/12/tahun-2021-ujian-nasional-diganti-asesmen-kompetensi-dan-survei-karakter>.

<sup>22</sup> Kemdikbud.

<sup>23</sup> Dhina Cahya Rohim, Septina Rahmawati, and Ingrid Dyah Ganestri, "Konsep Asesmen Kompetensi Minimum Meningkatkan Kemampuan Literasi Numerasi Sekolah Dasar Untuk Siswa," *Jurnal Varidika* 33, no. 1 (2021): 54–62, <https://doi.org/10.23917/varidika.v33i1.14993>.

<sup>24</sup> Wina Sanjaya and Andi Budimanjaya, *Paradigma Baru Mengajar*, 1st ed. (Jakarta: Kencana Prenada Media, 2017).

reading passages, recognizing various topics, reviewing, and sharing different perspectives of a text. In Indonesia, they encountered challenges of is lack of adequate and appropriate texts that allow teachers to apply this approach.<sup>25</sup> Therefore, teachers must be active to provide relevant reading passages, compose the reading passage, or translate the reading passages from overseas.

A Prototype Curriculum simplifies the previous curriculum and provides teachers the freedom to develop characters and competencies. Teachers will not be rushed to finish the huge amount and overlapping learning materials. For example, the Biology subject for tenth graders in the 2013 curriculum will only cover some obligatory materials. They are bacteria, protists, fungi, Plantae, Animalia, classification, and the benefits of the classification. Learning more materials will take a longer time. Then, in most cases, those learning materials are not applicable and useful for the learners' future. This situation makes teachers apply the lecturing method as the main teaching method. They do it to shorten the time without giving opportunities for learners to explore.<sup>26</sup> However, with a Prototype Curriculum, the material simplification will avoid those problems. The learning activity will not only aim to provide more knowledge but to make the learners master the essential skills.

This simplification has been applied at some Indonesian schools. The schools adopt the International Baccalaureate curriculum., for example, the pilot and Cambridge International schools, the Binus schools. The schools apply the simplified national curriculum with some adjustments to the adopted international curriculum. Learners also had the freedom to select certain lessons to learn comprehensively based on their aptitudes and interests.

The curriculum simplification does not mean reducing the tasks and responsibilities of teachers. With the simplified curriculum, teachers must develop their skills and creativity to succeed in the learning process. The skills include material understanding, screening the material, connecting a material with other materials, formulating the material discussion to be meaningful, explaining the theoretical framework, drawing a conclusion from complex materials, and promoting analytical thinking skills. In the case of the pilot and Binus schools, the teaching-learning processes are different from one school to the other school although they apply the same national curriculum. The pilot schools tend to apply practical and observational-based teaching-learning processes. On the other hand, the Binus School, the Cambridge International schools, emphasize learners' academic development.

Teacher readiness to apply the new curriculum becomes an important topic in Indonesia. The simplified curriculum removes certain parts of the previous curriculum. This simplification provides time adequacy without losing the essential materials. These essential materials are simple and become the core of the learning to make learners master the complex materials. Thus, teachers must master the themes comprehensively so that the learners will understand and can apply their higher-order thinking skills. This demand puts teachers encounter two challenges. The first one is - low teacher competence. The second one is - the

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<sup>25</sup> Haifa Hafilda Hamid and Yeti Mulyati, "Pengembangan Model Bahan Ajar International Baccalaureate ( IB ) Unit Intertekstualitas Untuk Program Diploma Sekolah Satuan Pendidikan Kerja Sama ( SPK )," in *Seminar Internasional Riksa Bahasa*, 2019, 332–40.

<sup>26</sup> Rezha Rizki, "5 Fakta Yang Perlu Kamu Tahu Tentang Kurikulum Prototipe," *Mojok.Co*, 2021, <https://mojok.co/terminal/5-fakta-yang-perlu-kamu-tahu-tentang-kurikulum-prototipe/>.

low literacy skill of the learners. According to Regional Assessment Agency, teachers from many regions still had lower Competence Test Results than the National Competence Test.<sup>27</sup>

### Flexibility for teachers to design the learning

A Prototype Curriculum provides teachers the freedom to develop the lesson plan form. The previous curriculum instructed the lesson plan to put 13 components. However, in a Prototype Curriculum, teachers only need to put three main components: objectives, activities, and assessment of the learning. The lesson plan formulation may take only a page as mandated by the form letter of Minister of Education, Culture, Research, and Technology, Number 14 the Year 2019.<sup>28</sup> The simplified lesson plan form could reduce the administrative loads for the teachers. Thus, the teachers can have a longer time to plan their lessons. Thus, the lesson plan is no longer an administrative need. In this new curriculum, teachers will need a lesson plan to realize qualified learning. The lesson plan must be an important document for planning, evaluating, and reflecting on the lesson for a better continuous teaching process.<sup>29</sup>

The simplified lesson plan provides opportunities for teachers to develop a flexible learning plan based on the learners' needs and characteristics. Thus, the learning objectives, scenarios, evaluations, and learning media could be adjusted with the learners' situations. In the process of formulating the learning objectives, teachers may have different objectives for different learning groups. The teachers have the freedom to set the new challenges for the learners based on their zone of proximal development. The reference to set and develop the challenges is - the accomplishment of the core competence. The teachers also have the freedom to design the learning scenarios with the same objectives. The same teachers can also design different learning scenarios for different learning groups. The same matter is also applied while arranging worksheets and learning media.<sup>30</sup>

The paradigm change of simplified lesson plan and freedom for the teachers to design learning activities must be followed with the teacher's readiness to apply the changes. Three indicators are indicating teacher readiness. They are (1) attitude and emotional readiness, (2) cognitive readiness, and (3) behavioral readiness.<sup>31</sup>

### Attitude and emotional readiness

The attitude and emotional readiness include the responsibility to take the new tasks, adaptation skills, autonomy, and appreciation toward intrinsic value change.<sup>32</sup> The new paradigm allows teachers to be one of the learning sources for the learners. Thus, teachers must provide and facilitate the learning of the learners, encourage them, and guide the learners.

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<sup>27</sup> Kemendikbud RI, "Neraca Pendidikan Daerah," 2022, <https://npd.kemdikbud.go.id/?appid=rekomendasiv2&indikator=7>.

<sup>28</sup> Siti Mariyam, "RPP Satu Lembar Dalam Merdeka Belajar," [bdksemarang.kemenag.go.id](https://bdksemarang.kemenag.go.id), 2020, <https://bdksemarang.kemenag.go.id/berita/rpp-satu-lembar-dalam-merdeka-belajar>.

<sup>29</sup> Sri Minda Murni, "RPP 1 Halaman Bisakah Hadirkan Merdeka Belajar? Bisa, Ini Caranya," *Kompas.Com*, 2020, <https://edukasi.kompas.com/read/2020/03/08/14550121/rpp-1-halaman-bisakah-hadirkan-merdeka-belajar-bisa-ini-caranya?page=all>.

<sup>30</sup> Murni.

<sup>31</sup> Muhammad Nur Wangid et al., "Kesiapan Guru Sd Dalam Pelaksanaan Pembelajaran Tematik-Integratif Pada Kurikulum 2013 Di Diy," *Jurnal Prima Edukasia* 2, no. 2 (2014): 175, <https://doi.org/10.21831/jpe.v2i2.2717>.

<sup>32</sup> Wangid et al.

Teachers' tasks are not only being educational professionals, but also facilitators, motivators, and administrators. As a facilitator, a teacher must create and facilitate the learners. As a motivator, a teacher must provide excellent examples and encourage the learners' learning motifs. As an administrator, a teacher administers and controls the learning process of every learner based on every learner's learning style and character.<sup>33</sup>

Teacher readiness toward the change is part of employee engagement in the teaching profession. Employee engagement brings spirits, initiation, and enthusiasm to promote the change. Employee engagement has three characteristics. They are vigor - time and force dedication; dedication - enthusiastic participation and pride; and absorption or totality.<sup>34</sup>

### **Cognitive readiness**

Cognitive readiness covers critical thinking toward new tasks and roles, awareness about personal weakness and strength, integrated skills as concepts from various disciplines, and awareness about values and intention to promote tasks and understand the real situations.<sup>35</sup> Teachers need cognitive readiness in the adaptive process of educational paradigm change. The new form and governance of education occur due to COVID-19. Thus, they need readiness, strategy, and a new approach. Teaching-learning activities are no longer bound in terms of time and space. The learning process is applicable anytime and anywhere. Thus, teachers must identify the meaning of teaching.

Teaching is not only about transferring knowledge, but it deals with environmental regulations to create a conducive, encouraging, and relevant atmosphere for learning. Teachers' perspectives about teaching definition influence the teaching style, the selected strategy, the applied learning media, and the success criteria of teaching.<sup>36</sup> Thus, the government informs the changes to accelerate the value internalization. The role of the changes consists of two matters. They are changes in needs, individual and collective beliefs, and changing promotion.<sup>37</sup>

### **Behavioral readiness**

Behavioral readiness deals with readiness to be self-opened toward changes, learning encouragement from peers and facilitators, and carrying out new responsibilities.<sup>38</sup> The readiness of behavioral development goes in line with recognition, habituation, penetration, and value internalization processes. The pilot teacher, teacher learning, and teacher sharing programs are the government's efforts to accelerate the internalization of teachers' readiness to deal with curriculum change.

Schools as the closest units have a responsibility to prepare the teacher's readiness. Schools must promote the cultural, group, and rational developments to innovate and learn new

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<sup>33</sup> Wina Sanjaya and Budimanjaya, *Paradigma Baru Mengajar*.

<sup>34</sup> - Zulkarnain and Sherry Hadiyani, "Peranan Komitmen Organisasi Dan Employee Engagement Terhadap Kesiapan Karyawan Untuk Berubah," *Jurnal Psikologi* 41, no. 1 (2014): 17, <https://doi.org/10.22146/jpsi.6955>.

<sup>35</sup> Wangid et al., "Kesiapan Guru Sd Dalam Pelaksanaan Pembelajaran Tematik-Integratif Pada Kurikulum 2013 Di Diy."

<sup>36</sup> Wina Sanjaya and Budimanjaya, *Paradigma Baru Mengajar*.

<sup>37</sup> Sahala Harahap, Hilmy Wahdi, and Universitas Pelita Harapan, "Kesiapan Menghadapi Perubahan Pada Guru Sekolah," *JAMP* 3 (2020): 359-69.

<sup>38</sup> Wangid et al., "Kesiapan Guru Sd Dalam Pelaksanaan Pembelajaran Tematik-Integratif Pada Kurikulum 2013 Di Diy."

things within an organizational transparent climate. School management encourages information availability, conflict solution, solid working climate, aspiration, effort to promote changes, capacity development facilitation, and clear direction and suggestions to reach the shared objectives.<sup>39</sup>

Miftahur Rohman, in his research titled “Problematika Guru dan Dosen Dalam Sistem Pendidikan di Indonesia,” mentions some quality problems of Indonesian educators. They are: (1) composing a lesson plan with formality assumptions. This perception makes teachers do not compose and develop lesson plans properly based on the correct procedure; (2) lack skills to modify teaching materials; (3) lack educational competence to promote assessment and appropriate evaluation; (4) lack pluralism and multiculturalism acceptance; and (5) over the workload of teaching due to limited teacher numbers, especially and remote areas.<sup>40</sup>

### Teacher readiness

Based on the Teacher Competency Test (UKG) in 2020, the results showed that: 1. Teachers did not understand teaching theories, methods, and techniques; 2. Teachers' competencies did not meet the teaching-learning process needs due to lower quality and competence; 3. The IT mastery of teachers was still low, and 4) the Teacher Group and Subject Teacher Discussion (MGMP) in regencies and cities did not run excellently.<sup>41</sup> From the situation, the teachers' skills to apply the new curriculum were still low.

The theoretical, methodological, and teaching masteries of the teachers were still low. This matter will not significantly influence the teachers' performance to design the simplified lesson plan and carry out the teaching-learning process. The simplified lesson plans could reduce the administrative loads of the teachers. However, the simplification does not significantly influence the teaching-learning process quality due to the lack of adequate teaching theory mastery.

The teachers' technology masteries become an important issue for adapting the new curriculum. In this modern era, technology is important to promote online teaching-learning activities. Teachers must also use technology to teach and promote learning activities.

The last recommendations based on the Teacher Competency Test in 2020 are - optimizing the Teacher Group and Subject Teacher group at the regency level. This optimization is important because teachers will encounter literacy and numerical development along with the implementation of a new curriculum in 2024. This matter should be the focus of discussions about developing literacy and numeracy for school subjects. The discussions may also include material, methodological, media, and learning source developments. Thus, literacy and numeracy are not only for mathematics and language teachers but for all subject teachers.

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<sup>39</sup> Harahap, Wahdi, and Harapan, “Kesiapan Menghadapi Perubahan Pada Guru Sekolah.”

<sup>40</sup> Mifathur Rohman, “Problematika Guru Dan Dosen Dalam Sistem Pendidikan Di Indonesia,” *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 14, no. 1 (2016): 51, <https://doi.org/10.21154/cendekia.v14i1.547>.

<sup>41</sup> Kemendikbud RI, “Neraca Pendidikan Daerah,” 2022.

## CONCLUSION

Philosophically, the Prototype Curriculum emphasizes non-technical skills and character development. The emphasis aims to prepare the learners with 21<sup>st</sup>-century skills, including critical thinking, problem-solving, communicating, creative-innovative thinking, and collaborative skills under the umbrella of Pancasila values. Technically, the prototype curriculum is the follow-up of the previous curriculum, the emergency curriculum, with some material simplification. The curriculum also focuses on essential matters to develop the literacy and numerical skills of the learners. The crucial issues of the curriculum implementation deal with teachers' readiness. The results of the national test of teachers' competence in 2020 showed teachers still had low competence. They also did not understand the online teaching theories, methods, and techniques. Thus, the teachers must be prepared with philosophical and technical knowledge about curriculum change to face the prototype curriculum implementation in 2024. Teacher Group and Subject Teacher Group should be optimized to answer the challenges.

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