

Literature Study: Analysis of Teacher Readiness in Implementing the Independent Curriculum and P5 Program in High School

Ismah Hafizah Rasyidah^{1*}, Irsyad²

¹ Department Chemistry, State University Of Padang, Padang, Indonesia

² Department Educational Administration, State University Of Padang, Padang, Indonesia

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ABSTRACT

This article examines teacher readiness for implementing the Independent Curriculum and the Pancasila Student Profile Strengthening Project (P5) at the high school level through a literature review approach. The study was conducted by analyzing national journals, policy reports, and previous research related to educational administration, teacher readiness, the implementation of differentiated learning, and the implementation of P5. Based on the literature, teacher readiness is influenced by pedagogical competence, curriculum-related training, school support, the availability of teaching materials, and teachers' ability to manage formative assessments. P5 implementation is influenced by school management, teacher collaboration, and supporting facilities. In general, previous research indicates that high school teachers are categorized as "fairly prepared," but still require strengthening in Independent Curriculum literacy, P5 project management, and learning technology integration. This article provides a comprehensive overview of teacher readiness based on literature evidence, making it safe to use without involving actual school data.

Corresponding Author:

Ismah Hafizah Rasyidah

Email: hafizahismah04@gmail.com

1. INTRODUCTION

The Independent Curriculum introduced by the Ministry of Education, Culture, Research, and Technology marks a significant shift in the learning paradigm at the secondary school level. This curriculum emphasizes differentiated learning, formative assessment, and student-centered instructional design to accommodate diverse learner characteristics. Differentiated learning, as proposed by Tomlinson (2014), enables teachers to adjust content, processes, and assessment based on students' readiness and learning profiles, thereby positioning teacher competence as a key determinant of curriculum effectiveness. Similarly, formative assessment is recognized as an essential strategy for improving learning quality through continuous feedback rather than summative measurement alone (Black & Wiliam, 2009).

In addition, the Pancasila Student Profile Strengthening Project (P5) constitutes a core component of the Independent Curriculum aimed at developing students' character and competencies through interdisciplinary, project-based learning. Project-based learning requires teachers to function as facilitators who guide inquiry, collaboration, and reflection, which demands advanced pedagogical and managerial skills (Thomas, 2000). Consequently, the successful implementation of P5 is highly dependent on teachers' readiness to design projects, collaborate across subject areas, and conduct authentic assessments.

Within this context of curriculum reform, teacher readiness becomes a critical issue. Teacher readiness refers to teachers' capacity to implement educational innovations effectively, encompassing

pedagogical knowledge, professional skills, attitudes, and institutional support (Darling-Hammond, 2017). Previous studies indicate that curriculum reforms often encounter implementation challenges, including limited teacher understanding of new curriculum principles, insufficient professional development, weak curriculum administration, and inadequate learning resources. These challenges may impede the optimal application of differentiated learning, formative assessment, and project-based learning mandated by the Independent Curriculum and P5.

To address these challenges, a comprehensive understanding of teacher readiness grounded in existing research is required. A literature review approach allows for the systematic identification of patterns, influencing factors, and recurring issues reported in previous studies without relying on empirical field data. This approach provides evidence-based insights that can inform policy formulation, school management strategies, and teacher professional development programs.

Therefore, this article aims to: (1) analyze high school teachers' readiness to implement the Independent Curriculum; (2) identify factors influencing teacher readiness based on literature findings; (3) review teacher readiness in implementing the Pancasila Student Profile Strengthening Project (P5); and (4) formulate recommendations for strengthening teacher competencies derived from prior research. This study relies exclusively on secondary data, ensuring ethical compliance and suitability for publication in accordance with the Journal of Meta-ID for Education (JME) standards.

2. METHOD, DATA, ANALYSIS

Research Type

This research is a literature review.

Data Sources

- National journals accredited with Sinta 2–4
- Academic books on educational administration
- Official regulatory documents (Independent Curriculum Guide, P5 Guide)
- Scientific reports or publications related to teacher readiness

Literature Collection Procedure

- Determining keywords: Independent Curriculum, teacher readiness, P5, differentiated learning, curriculum administration.
- Collecting articles from the last 10 years (2014–2024).
- Selecting articles based on relevance and credibility.
- Categorizing key findings into analytical themes.

Analysis Method

- Content analysis
- Synthesis of research findings
- Argumentative comparison

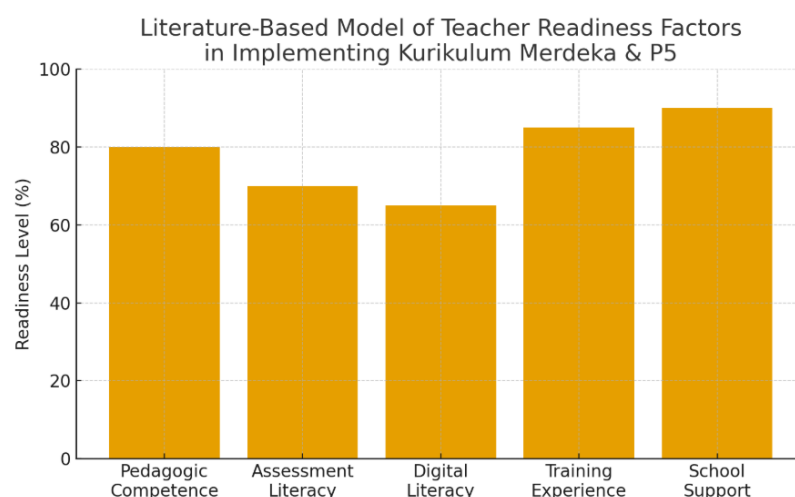
No empirical data or real-life school data were used in this study.

3. RESULT AND DISCUSSION

Result

No	Author(s) & Year	Research Focus	Key Findings	Implications for Teacher Readiness
1	Rambe (2003)	Teacher readiness in Kurikulum Merdeka (SMA)	Teachers are categorized as moderately ready, but weak in formative assessment	Additional training on differentiated assessment is required
2	Wahyuni (2021)	Differentiated learning	Teachers understand basic concepts but struggle to apply student learning profiles	Technical training and academic supervision are needed

3	Sulianto et al. (2022)	Implementation of a new curriculum	Teacher readiness is influenced by pedagogical competence and school support	Strengthening teacher competence is essential
4	Aditya Dharma (2021)	Educational administration and curriculum	Strong administration improves curriculum implementation quality	Curriculum management should be reinforced by school leaders
5	Kemendikbudristek (2022)	Independent Curriculum guidelines	Teachers are required to develop ATP, teaching modules, and formative assessments	Continuous mentoring is necessary
6	Surkasih dan Aziz (2020)	Development of instructional models	Innovative models enhance teachers' classroom management readiness	Digital literacy enhancement should be prioritized
7	Hardini (2022)	P5 implementation in senior high schools	P5 is generally well implemented, but teachers are not yet familiar with project-based assessment	Training on project rubrics and teacher collaboration is needed



Gambar 1 : Model Faktor Kesiapan Guru berdasarkan Studi Literatur.

Based on the literature review, teacher readiness in implementing the Independent Curriculum at the senior high school level is generally categorized as moderate. Most teachers demonstrate an initial understanding of core curriculum components such as Learning Outcomes (Capaian Pembelajaran), Learning Objective Flow (Alur Tujuan Pembelajaran), teaching modules, and formative assessment concepts (Rambe, 2023; Kemendikbudristek, 2022). However, several studies report that teachers still experience difficulties in translating differentiated learning principles into concrete classroom practices, particularly in adjusting learning activities and assessments to diverse student profiles (Wahyuni, 2021; Sulianto et al., 2022).

From the perspective of educational administration, school leadership, curriculum management, and the availability of structured professional development programs significantly influence teacher readiness (Aditya Dharma, 2021; Darling-Hammond, 2017). Teachers who receive continuous mentoring and institutional support tend to show higher confidence and consistency in curriculum implementation.

In relation to the Pancasila Student Profile Strengthening Project (P5), the literature indicates that teachers are still in a transitional phase. While teachers are generally capable of facilitating project activities, they face challenges in interdisciplinary collaboration, time management, and the development of authentic project-based assessment rubrics (Hardini, 2022; Thomas, 2000). Limited facilities and creative learning spaces further constrain the effectiveness of P5 implementation in some schools.

Narrative Synthesis of Literature Findings (Table 1)

The synthesis of previous studies shows that pedagogical competence, curriculum literacy, training intensity, school management support, and collaborative culture are the main factors shaping teacher readiness. Weaknesses are most frequently found in formative assessment practices, differentiated instruction, and project-based evaluation within P5.

Conceptual Model of Teacher Readiness (Figure 1)

Based on the reviewed literature, teacher readiness can be conceptualized as an interaction between individual factors (pedagogical competence, assessment literacy, and professional attitudes) and institutional factors (school leadership, curriculum administration, training support, and learning facilities). These factors collectively influence teachers' capacity to implement the Independent Curriculum and P5 effectively.

Discussion

Literature indicates that high school teachers' readiness to implement the Independent Curriculum is considered moderately prepared, as reflected in their ability to understand and adapt to the curriculum's key components, such as Learning Outcomes (CP), Learning Objective Flow (ATP), teaching modules, and formative and summative assessments. However, several studies have revealed that teachers still experience difficulties in developing and implementing differentiated assessments optimally. The use of learning technology has begun to be integrated through digital platforms, but its use has not been fully maximized to support ongoing formative assessment. Training and mentoring have been shown to significantly influence teacher readiness, with teachers who participated in intensive Independent Curriculum training demonstrating higher levels of readiness. Furthermore, curriculum administration plays a crucial supporting role, encompassing the development of teaching materials, managing the new curriculum-based academic calendar, integrating diagnostic assessments, and managing learning outcome reports, all of which require close collaboration between teachers and the vice principal in charge of curriculum. In the context of the implementation of the Pancasila Student Profile Strengthening Project (P5), the literature shows that teachers are still in a transitional stage in understanding the concept of exploratory and interdisciplinary project-based learning, and face challenges in time management, collaboration between teachers, and project report documentation. Limited supporting resources, such as facilities and creative spaces, also pose obstacles to the implementation of P5. Although teachers are pedagogically capable of guiding student projects, they still need strengthening in the development of assessment rubrics and qualitative assessments. Overall, the synthesis of literature findings confirms that teacher readiness in implementing the Independent Curriculum and P5 is significantly influenced by the quality of curriculum administration, the intensity of training, and the effectiveness of coordination and collaboration of teacher teams in schools.

The findings of this literature review confirm that teacher readiness is a multidimensional construct influenced by both internal and external factors. Consistent with previous studies, pedagogical competence alone is insufficient without adequate administrative support and systematic professional development (Darling-Hammond, 2017; Aditya Dharma, 2021). The challenges identified in differentiated learning and formative assessment indicate a need for more practice-oriented training rather than solely conceptual socialization of the curriculum. Furthermore, the implementation of P5 highlights the importance of collaborative work culture and curriculum integration across subjects. Teachers' limited experience in interdisciplinary planning suggests that school management must play a more active role in facilitating coordination and providing structural support. Overall, these findings align with previous research emphasizing the importance of continuous professional development and strong educational administration.

4. CONCLUSION

This literature review indicates that high school teachers' readiness to implement the Independent Curriculum and P5 is considered moderately prepared, but not yet optimal. Key supporting factors include intensive training, comprehensive teaching materials, and school management support. Meanwhile, challenges lie in understanding formative assessment, collaboration between teachers, and providing project learning facilities.

This article emphasizes the importance of ongoing support for teacher competency development for the effective implementation of the Independent Curriculum and P5 in high schools. Based on the literature review, it can be concluded that senior high school teachers are moderately prepared to implement the

Independent Curriculum and P5, but further improvement is needed. Key supporting factors include continuous training, availability of teaching resources, and strong school leadership. Challenges remain in formative assessment, interdisciplinary collaboration, and project-based learning management. Therefore, sustained professional development and strengthened curriculum administration are recommended to enhance teacher readiness.

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