The Impact of Teachers' Perceptions and Readiness on Their Performance in the Implementation of the Independent Learning Curriculum

Mohammad Zaini

Islamic Educational Management Department, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Jember, East Java, Indonesia
Email: mohzainimm@gmail.com

Abstract:

This research aims to analyze the influence of teacher perceptions and readiness on teacher performance in the Independent Learning Curriculum in one of the madrasah in East Java. This research uses quantitative methods with an explanatory and survey approach. The questionnaire was prepared based on research variables: perception, teacher readiness, and teacher performance. Research data was taken from 130 teachers who were the samples for this research using random sampling techniques. Data analysis uses multiple linear regression. The research results show a significant influence of perception on teacher performance in the Independent Learning Curriculum in madrasah. Additionally, teacher readiness significantly impacts teacher performance in the Independent Learning Curriculum in Madrasah. Overall, teacher perception and readiness significantly influence teacher performance in the Independent Learning Curriculum in madrasah. This research provides implications regarding the importance of paying attention to teachers' perceptions and readiness to improve their performance. By understanding and managing these factors, madrasah can be more effective in implementing new curricula and achieving desired educational goals.

Keywords: *Perception, Teacher Readiness, Teacher Performance*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh persepsi dan kesiapan guru terhadap kinerja guru pada Kurikulum Merdeka Belajar di salah satu madrasah di Jawa Timur. Penelitian ini menggunakan metode kuantitatif dengan pendekatan eksplanatif dan survei. Kuesioner disusun berdasarkan variabel penelitian yaitu persepsi, kesiapan guru, dan kinerja guru. Data penelitian diambil dari 130 guru yang menjadi sampel penelitian ini dengan teknik random sampling. Analisis data menggunakan regresi linier berganda. Hasil penelitian menunjukkan adanya pengaruh signifikan persepsi terhadap kinerja guru pada Kurikulum Merdeka Belajar di madrasah. Selain itu, terdapat pengaruh signifikan kesiapan guru terhadap kinerja guru pada Kurikulum Merdeka Belajar di madrasah. Secara keseluruhan, baik persepsi maupun kesiapan guru memiliki pengaruh signifikan terhadap kinerja guru pada Kurikulum Merdeka Belajar di madrasah. Penelitian ini membeirkan iplikasi tentang pentingnya memperhatikan persepsi dan kesiapan guru untuk meningkatkan kinerja mereka. Dengan memahami dan mengelola faktor-faktor ini, madrasah dapat lebih efektif dalam mengimplementasikan kurikulum baru dan mencapai tujuan pendidikan yang diinginkan.

Kata Kunci: *Persepsi, Kesiapan Guru, Kinerja Guru*

INTRODUCTION

The curriculum is a crucial educational instrument that is continually updated to enhance learning quality and school-based instructional designs to meet societal needs and demands as end-users of graduates (Twining et al., 2021; Szucs et al., 2021; Fitriyah & Wardani, 2022). The Independent Learning Curriculum is a crucial policy underpinning the Free Learning Program initiated by the Ministry of Education and Culture. According to Ainia (2020), this curriculum aligns with the educational ideals of Ki Hajar Dewantara, emphasizing the freedom for self-directed and creative learning to foster students' independent character.

Teachers face challenges in implementing the Independent Learning Curriculum across all educational levels. Teaching is a specialized profession where educators are tasked with educating, training, guiding, mentoring, assessing, and evaluating students to prepare them for the new challenges of the 21st century (Abbas et al., 2021). Teachers acknowledge the necessity of experience using instructional tools, which is crucial for their performance in preparing and enhancing their professionalism through gaining new experiences to update their competencies and professional skills (Ihsan, 2022).

The design of the Independent Learning Curriculum adheres to several principles: (1) discipline-specific achievement standards focusing on coherence, alignment, and precision; (2) ability to transfer interdisciplinary competencies and choices; (3) authenticity, flexibility, and coherence; and (4) student empowerment and teacher autonomy, rooted in the philosophy of independent learning that also informs other educational policies outlined in the Ministry of Education and Culture's Strategic Plan 2020-2024.

Teachers play a vital role in strategic positions responsible for national education (Woods, 2021; Ho et al., 2024). They guide and assist students in their physical, spiritual, and intellectual development to achieve maturity (Szymańska, 2024).. They can fulfil roles as Allah's creatures, Khalifah on earth, social beings, and individuals capable of standing independently. Teachers significantly influence educational quality as they are directly involved in the school's learning process (Bellibaş et al., 2021; Zhang et al., 2021; Blömeke et al., 2022). Therefore, to ensure quality learning, teachers themselves must be of high quality and professionalism.

Studies by Daniel et al. (2023), Marmoah et al. (2022), and Silvia (2020) have found that teachers' perceptions and readiness significantly impact their performance, highlighting the influence of perceptions on teacher performance. Meria and Tamzil (2021) define readiness as beliefs, attitudes, and intentions toward necessary changes and the capacity to implement and achieve desired goals successfully. Teacher readiness indicates initial support or resistance from

teachers regarding planned changes, enabling preemptive measures to minimize potential resistance.

Teacher readiness is influenced by (1) Willingness dimensions such as enthusiasm, enjoyment, and conviction (Huang et al., 2023) ; (2) Ability dimensions encompassing knowledge acquired from education, experience, training, and interest; and (3) Motivational dimensions covering job physical and social conditions and individual needs (Owan et al., 2022). In implementing the 2013 curriculum, much preparation is required from teachers and stakeholders involved in the school's Independent Learning Curriculum implementation to assist teachers in being prepared.

Teachers are deemed ready when they possess the necessary competencies and conditions regarding attitude, emotions, cognition, and behaviour to respond or provide answers in fulfilling tasks and responsibilities. Holt et al. (2007) suggest that a teacher ready for change demonstrates the behaviour of acceptance, embracing, and adopting planned changes. Before achieving readiness, teachers reflect on content, context, process, and individual attributes to perceive and believe in organizational changes. Research by Novitasari and Asbari (2020) indicates that readiness significantly and positively affects teacher performance, meaning higher readiness correlates with higher teacher performance. Similarly, research by Alqudah (2022) and Jun et al. (2022) shows that readiness positively and significantly affects performance, indicating that high readiness contributes to improved performance.

Teachers are expected to deliver performance that realizes the hopes and desires of all parties, especially the general public, who trust schools and teachers to nurture students. Teacher performance greatly influences achieving good educational quality in carrying out their duties, making teacher performance an essential requirement for educational success. Teacher performance requires deep scrutiny as various factors contribute to problems related to teacher performance. Understanding factors influencing teacher performance can lead to alternative solutions to enhance rather than hinder performance, pushing teachers towards improvement.

Many factors influence teacher performance in implementing the Independent Learning Curriculum, including performance, organizational commitment, and teacher readiness (Pribudhiana, et al., 2021). Competence is a crucial tool in human resource management, describing a combination of knowledge, skills, and characteristics to complete specific tasks effectively. Each competence dimension positively correlates with teacher performance (Immah et al., 2020). The higher the competence levels a teacher possesses, the higher the resulting performance (Lauermann & Hagen, 2021; Blömeke et al., 2022)). Therefore, teachers must continually strive to enhance performance to meet the advancing challenges in the educational world (Darling-Hammond, 2021; Kilag, 2023).

According to Kuswibowo (2022), teacher performance comprises knowledge and skills that must be understood, internalized, and mastered by

teachers in conducting their tasks in primary, secondary, and early childhood education, covering pedagogical, personality, social, and professional competencies (Hartini et al., 2021). Improving teacher performance requires supporting factors such as adequate salaries, facilities, and regulations and policies appropriate to the conditions of school educational institutions to create high performance (Forson et al., 2021; Toropova et al., 2021)).

In this context, this study aims to analyze the impact of teachers' perceptions and readiness on teacher performance in the Independent Learning Curriculum at Madrasah Aliyah Negeri (MAN) 1 Kota Malang. Through a deeper understanding of these dynamics, it is hoped that strategies can be identified to enhance the effectiveness of curriculum implementation in schools, particularly in supporting the government's vision to create globally competitive, independent, and creative generations.

RESEARCH METHODS

This research aims to obtain empirical evidence and develop theories of perception, teacher readiness and teacher performance. Seeing the problems and research objectives to be achieved, this research uses an explanatory research approach with a survey approach (Haryanti, 2019). Population refers to the entire group of people, events, or things of interest that researchers wish to investigate. The population in this study was 130 teachers. The objects in this research were employees at MAN 1 Malang City, East Java, Indonesia, with as many as 130 respondents.

The instrument used in this research was a questionnaire. This instrument was created by creating a list of questions that were prepared in a planned manner and asked respondents to obtain information about a problem that wanted to be researched. This questionnaire method is used to search for data or information about the variables used in research. The questionnaire was prepared based on research variables: perception, teacher readiness and teacher performance.

Survey data collection uses a questionnaire method, which will be distributed to research samples containing several questions related to the indicators in this research and translated into numerical data on a Likert scale. The data analysis technique used is multiple linear regression processed using SPSS software. Multiple regression analysis is a development of simple regression analysis. Its use is to predict the value of the dependent variable (Y) if the independent variable (X) is two or more (Fitri & Haryanti, 2020).

RESULTS AND DISCUSSIONS
Normality Testing

Normality Test to see whether the data of the variables being tested is normally distributed and suitable for statistical testing using the Kolomogorof-Smirnof test, the following conditions are obtained: Sig value < 0.05, data distribution is not normal. Sig value > 0.05, normal data distribution. Normality Test Results can be seen in Table 1.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		130
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.36586257
Most Extreme Differences	Absolute	.081
	Positive	.081
	Negative	-.057
Test Statistic		.081
Asymp. Sig. (2-tailed)		.089[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the output, the value of asymp is known as Sig (2-tailed) from the Kolmogrof-Smirnov test on the Asymp value. Sig. (2-tailed) of 0.89 is greater than the α value of 0.05, so it can be concluded that the standardized residual value is stated to be normally distributed or the data is usually distributed.

Multicollinearity Test

The multicollinearity test is a method used to detect whether there is a close linear relationship between the independent variables in the calculation. If there is high multicollinearity, it will cause difficulty in distinguishing and separating the influence of each independent variable on the dependent variable. One way to see this relationship is to look at the covariance coefficient matrix from the data processing results. The greater the covariance coefficient, the higher the multicollinearity, the closer the relationship between the two independent variables.

Table 2. Multicollinearity Test

Coefficients[a]

		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Persepsi	.269	3.721
	Kesiapan guru	.269	3.721
a. Dependent Variable: Teacher performance			

Based on the table above, it can be seen that there are two parameters used to detect multicollinearity, namely the tolerance value and the VIF (Variance inflation factor) value, where the Tolerance value is > 0.10 and the VIF value must be VIF < 10. From the calculation results above, we get a tolerance value of > 0.1 where the value is > 0.1, and the VIF value is not less than 10.00, meaning that multicollinearity is not detected.

Heteroscedasticity Test

The heteroscedasticity test is used to determine whether or not there is an indication of variance between inhomogeneous residuals, resulting in the estimated value obtained being no longer efficient. A good regression model is one

where heteroscedasticity does not occur. There are several ways to detect the presence or absence of heteroscedasticity, one of which is by looking at the scatter plot. A good regression model is obtained if the residual scatter diagram does not form a particular pattern and the data radiates around zero (on the Y axis). Apart from that, the graph has no particular pattern, such as converging in the middle, then narrowing and widening and vice versa.
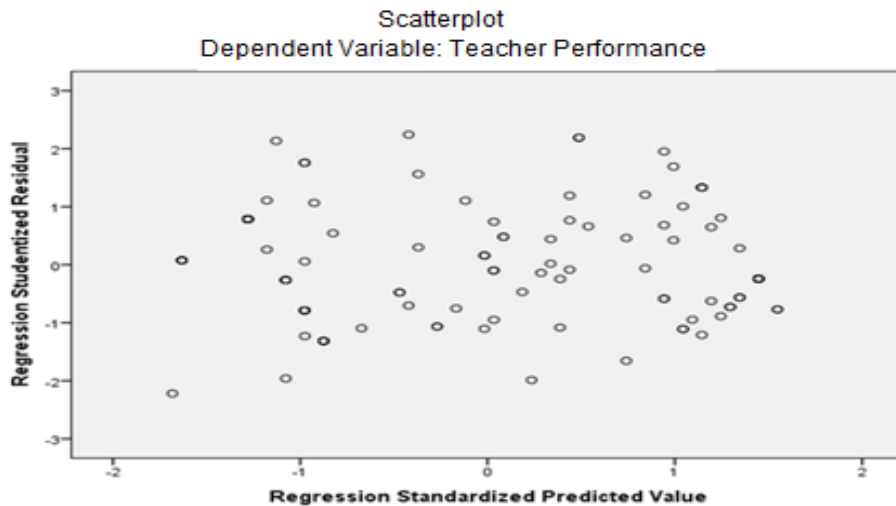

Figure 1. Heteroscedasticity Test
Source: Data Processing Results Using the SPSS 22.0 for Windows Software Program

Figure 1 explains that the scattered data does not form a particular pattern and is spread around the zero point on the Y-axis. This means that the data to be studied meets the heteroscedasticity assumption.

Autocorrelation

The autocorrelation test in this study used the Durbin-Watson test. The following are the results of the autocorrelation test:

Table 3. Durbin Watson Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982[a]	.964	.963	2.38894	2.370
a. Predictors: (Constant), Teacher Readiness, Perception					
b. Dependent Variable: Teacher performance					

From Table 3, it is known that Durbin Watson's value is 2,370. The autocorrelation-free area for a sample size (n) is 130, and the number of independent variables (k) 2 is 1.6985 (dU) to 2.3015 (4-dU). Because 2.370 is still between the values above (2.3015>2.370>1.6985), it can be said that it does not experience autocorrelation.

Multiple Linear Regression Analysis

Multiple linear regression determines the magnitude of the difference between one variable and another variable. The results of the multiple linear test can be seen in the coefficients Table 4.

Table 4. Results of Multiple Linear Regression Analysis

	Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.485	2.976		5.540	.000
	Perception	.622	.133	.170	4.687	.000
	Teacher readiness	.237	.054	.833	23.010	.000
a. Dependent Variable: Teacher performance						

Based on the results of the regression analysis obtained in Table 4, the regression equation can be written as follows:

$Y = a_1 + b_1 X_1 + b_2 X_2 + e$

$Y = 16.485 + 0.622 + 0.237 + 2.976$

From the regression equation above it can be interpreted as follows:
1) $\alpha = 16.485$, indicating that if the values of X_1 and
2) $b_1 = 0.622$ states that if X_1 increases, Y will increase by 0.622, assuming no increase in the constant value of X_2.
3) $b_2 = 0.237$ states that if X_2 increases, Y will increase by 0.237, assuming no increase in the constant value of X_1.

Hypothesis Testing

The t-statistical test shows how much influence an explanatory or independent variable has in explaining variations in the dependent variable. Based on the analysis, the following analysis results were obtained:

Table 5. T-test

	Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.485	2.976		5.540	.000
	Perception	.622	.133	.170	4.687	.000
	Teacher readiness	.237	.054	.833	23.010	.000
a. Dependent Variable: Teacher performance						

From Table 5, the following analysis results are obtained: First, Based on the analysis above, the value of t-count > t-table is 4.687 > 1.65993, and the significance value is 0.000 < 0.05, so H0 is rejected. Ha is accepted, so perception significantly influences teacher performance at MAN 1 Malang City. Second, the value of t-count > t-table is 23,010 > 1.65993, and the significance value is 0.000 < 0.05, so H0 is rejected. Ha is accepted, so teacher readiness significantly influences teacher performance in MAN 1 Malang City.

The influence of teacher perception and readiness on teacher performance in MAN 1 Malang City was tested using the F Test. The F Test is intended to determine the influence of all variables X1 and X2 on variable Y. In this case there is a significant influence of teacher perception and readiness on teacher performance in MAN 1 Malang City using a comparison of Fcount and Ftable with a significance level of 5% and N 105, obtained Ftable is 2.975 using a confidence level of 95%, α = 5%, df2 (number of variables -1) or 2-1 = 1, and df 2 (n-k-1) or 130-2-1 = 127 (n is the number of respondents and k is the number of independent variables). The result obtained from Ftable is 3.09. Based on calculations with the help of the SPSS for Windows Versions 22.00 program, the following results were obtained:

Table 6. Simultaneous Test Results (F-Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
			ANOVAa			
1	Regression	15628.794	2	7814.397	1369.252	.000b
	Residual	582.120	127	5.707		
	Total	16210.914	129			
a. Dependent Variable: Teacher performance						
b. Predictors: (Constant), Teacher Readiness, Perception						

Source: Research Data Processing Results (2024)

Table 6 shows that based on the output above the Fcount value with Ftable; it can be seen that Fcount (1369.252) > Ftable (3.09) so that Ho is rejected and H4 is accepted. Hypothesis testing is also done by comparing the significance value with the significance level. A significance value of 0.000 is less than the significance level of 0.05, showing that the independent variables significantly influence the dependent variable. The accepted hypothesis is that there is a significant influence of teacher perception and readiness on teacher performance in MAN 1 Malang City. Then, the result is that H0 is rejected. Thus, the results are significant. So, the conclusion is that the independent variables used in this research influence the dependent variable.

Determination Analysis (R^2)

Multiple regression analysis was used to determine the influence of the independent variables, teacher perceptions and readiness, on the dependent variable, namely teacher performance. The regression results obtained from calculations using the SPSS 22.0 for Windows program are multiple regression coefficient values in Table 7.

Table 7. Multiple Regression Coefficient Values

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
			Model Summaryb	
1	.982a	.964	.963	2.38894
a. Predictors: (Constant), Teacher Readiness, Perception				
b. Dependent Variable: Teacher performance				

Table 6 shows an R-value of 0.982, which means that the correlation or relationship between the independent variables of perceptions and teacher readiness is strong. The R Square value shows 0.964, which means that the independent variable consisting of teacher perception and readiness on the dependent variable teacher performance is 96.4%. In contrast, the rest is influenced by other factors.

The Significant Influence of Perception on Teacher Performance in The Independent Learning Curriculum

Based on the results of the analysis show that there is a significant influence of perception on teacher performance in the independent learning curriculum at MAN 1 Malang City, as evidenced by the value of t-count > t-table, namely 4.687 > 1.65993 and a significance value of 0.000 < 0.05, it can be concluded that H0 is rejected. Ha is accepted, so perception significantly influences teacher performance at MAN 1 Malang City.

The results of this research by Shoufan (2023). show that perception is a response, the power to understand something. Perception is an individual process of interpreting, organizing and giving meaning to stimuli originating from the environment where the individual is located, which is obtained from experience (Derman 2021; Hogendoorn, 2022). Several factors, including 1, influence perception. Perceived object. Objects that cause stimuli come from the five senses or receptors; 2. Sensory organs, conditions and arrangement of sensory nerves are tools for receiving stimuli and nerves, namely the brain as the centre of consciousness; 3. Attention to realizing or making a perception requires attention, which is the main behaviour in preparation for making a perception (Desmita, 2017). Teacher perception is the opinion of each teacher in carrying out an activity, which is obtained from each person's experience, and then this perception is expressed directly and expressed.

The results of this research by Padillo et al. (2021) show that teacher performance is a teacher's ability to carry out his teaching profession professionally and responsibly. Therefore, a teacher must have knowledge and skills, which are manifested in four competencies that teachers must have. Research conducted by (Mukhtar & Luqman, 2020) shows that in responding to implementing the 2013 curriculum, educators must further improve their abilities. Teacher performance in learning is related to the teacher's ability to plan, implement, and assess learning, which is related to both the process and results.

The Significant Influence of Teacher Readiness on Teacher Performance in the Independent Learning Curriculum

Based on the results of the analysis show that the significant influence of teacher readiness on teacher performance in the independent learning curriculum at MAN 1 Malang City is proven by the value of t-count > t-table, namely 23,010 > 1.65993 and a significance value of 0.000 < 0.05, so it can be concluded that H0 is rejected. Ha is accepted, so teacher readiness significantly influences teacher performance in MAN 1 Malang City.

(1) Willingness dimensions influence teacher readiness through enthusiasm, pleasure and confidence. (2) Ability dimensions include (a)

knowledge obtained from education, experience, training and interest. (b) skills, namely talent (aptitude) and personality. (3) Motivational dimensions, which include (a) physical conditions of work, (b) social conditions of work, and (c) individual needs (Yama & Setiyani, 2016). In implementing the 2013 curriculum, of course, there are many things that teachers must prepare. Not only teachers but also the parties involved in implementing the independent curriculum in schools must help make teachers ready to implement the independent curriculum. Teacher performance will align with the teacher's readiness; if the teacher carries out his duties and responsibilities to the best of his ability, the teacher's performance is the best within.

The Significant Influence of Teacher Perception and Readiness on Teacher Performance in The Independent Learning Curriculum

Based on the results of the analysis, it shows that there is a significant influence on teacher perception and readiness on teacher performance in the independent learning curriculum at MAN 1 Malang City, as evidenced by the results obtained from F-count with F-table, it can be seen that Fcount (1369.252) > Ftable (3.09) so that Ho is rejected and H4 is accepted. Hypothesis testing is also done by comparing the significance value with the significance level. A significance value of 0.000 is less than the significance level of 0.05, showing that the independent variables significantly influence the dependent variable. The accepted hypothesis is that there is a significant influence of teacher perception and readiness on teacher performance in MAN 1 Malang City.

The results of this research are supported by research by Christianity, Arafat, and Mulyadi (2020), who state that performance is a function of the interaction between ability (basic abilities) and motivation. This theory shows that people with high basic abilities but low motivation will produce poor performance. Low; likewise, if people have high motivation but low ability, it will produce low performance. Immah et al. (2020) teachers' daily performance is reflected in the role and function of a teacher, namely planning, implementing and evaluating the learning process, the intensity of which is based on the teacher's mental attitude and professionalism.

This research is also supported by research by Soim, Haryanti, Mufron, and Erfiana (2022) that shows teachers' performance can be reflected in their duties as teachers and as administrators of their teaching activities. Teacher performance can be seen in the activities of planning, implementing, and assessing the teaching and learning process, the intensity of which is based on the teacher's work ethic and professional discipline.

According to Rosyadi (2020), teacher performance can be influenced by several things, namely: Effort (effort), manifested in the form of motivation; Ability (ability), manifested in the form of competence; Environmental situations can have positive or negative impacts. Environmental situations that have a positive impact include support from superiors, workmates, adequate facilities and infrastructure (Arfan, 2021; Tamene et al., 2022). Teacher performance is influenced by the skills they have. Likewise, providing facilities that support improving teacher performance is the responsibility of the school principal.

CONCLUSION

Based on the above, it can be concluded that there is a significant influence of perception on teacher performance in the independent learning curriculum at MAN 1 Malang City, meaning that the higher the perception, the higher the teacher's performance; there is a significant influence of teacher readiness on teacher performance in the independent curriculum. Studying at MAN 1 Malang City means that the higher the teacher's readiness, the higher the teacher's performance. There is a significant influence of teacher perception and readiness on teacher performance in the independent learning curriculum at MAN 1 Malang City.

Based on the findings of this research, it is recommended that educational institutions pay attention to teacher perceptions and better teacher readiness so that they are still able to have a positive impact on teacher performance, or if it is not possible to maintain teacher performance, they need to consider educational institution leadership that is more appropriate to the current conditions of teachers. , educational institutions need to maintain the habit of providing guidance and motivation to leaders in schools to maintain readiness for change in teachers because readiness to change is the primary capital of teacher readiness to face competition in the era of the Industrial Revolution 5.0.

REFERENCES

Abbas, E. W., Jumriani, J., Handy, M. R. N., Syaharuddin, S., & Izmi, N. (2021). Actualization of Religious Values through Religious Tourism on the River As a Source of Social Studies Learning. *Al-Ishlah: Jurnal Pendidikan*, *13*(3), 1663–1669. https://doi.org/10.35445/alishlah.v13i3.1013

Ainia, D. K. (2020). Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, *3*(3), 95–101. https://doi.org/10.23887/jfi.v3i3.24525

Alqudah, I. H., Carballo-Penela, A., & Ruzo-Sanmartín, E. (2022). High-Performance Human Resource Management Practices and Readiness for Change: An Integrative Model Including Affective Commitment, Employees' Performance, and The Moderating Role of Hierarchy Culture. *European Research on Management and Business Economics*, *28*(1), 100177. https://doi.org/10.1016/j.iedeen.2021.100177

Arfan, H. H. (2021). Motivation and Work Environment on Employee Performance. *Journal of Indonesian Scholars for Social Research*, *1*(1), 15-19.

Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does School Leadership Matter for Teachers' Classroom Practice? The Influence of Instructional Leadership and Distributed Leadership on Instructional Quality. *School effectiveness and school improvement*, *32*(3), 387-412. https://doi.org/10.1080/09243453.2020.1858119

Blömeke, S., Jentsch, A., Ross, N., Kaiser, G., & König, J. (2022). Opening Up the Black Box: Teacher Competence, Instructional Quality, and Students' Learning Progress. *Learning and Instruction*, *79*, 101600. https://doi.org/10.1016/j.learninstruc.2022.101600

Chrisvianty, E., Arafat, Y., & Mulyadi, M. (2020). Pengaruh Keterampilan Mengajar dan Motivasi Kerja terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, *4*(2), 1634–1643. https://doi.org/10.31004/jptam.v4i2.628

Daniel, Torro, S., & Ahmad, M. R. S. (2023). Persepsi Kepala Sekolah Mengenai Kurikulum Merdeka pada Sekolah Penggerak di Kabupaten Bulukumba. *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, *5*(1), 1–11. https://doi.org/10.4135/9781849209403.n73

Darling-Hammond, L. (2021). Defining Teaching Quality Around the World. *European Journal of Teacher Education*, *44*(3), 295-308. https://doi.org/10.1080/02619768.2021.1919080

Derman, G. S. (2021). Perception Management in the Media. *International Journal of Social and Economic Sciences*, *11*(1), 64-78.

Desmita. (2017). *Psikologi Perkembangan Peserta Didik*. Bandung: PT Remaja Rosda Karya.

Faiz, A., & Kurniawaty, I. (2020). Konsep Merdeka Belajar Pendidikan Indonesia Dalam Perspektif Filsafat Progresivisme. *Jurnal Pendidikan Dan Pembelajaran*, *12*(2), 155–164. https://doi.org/https://doi.org/10.35457/konstruk.v12i2.973

Fitri, A. Z., & Haryanti, N. (2020). *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed method dan Research and Development*. Malang: Madani Media.

Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *12*(3), 236–243. https://doi.org/10.24246/j.js.2022.v12.i3.p236-243

Forson, J. A., Ofosu-Dwamena, E., Opoku, R. A., & Adjavon, S. E. (2021). Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana. *Future Business Journal*, *7*(1), 30. https://doi.org/10.1186/s43093-021-00077-6

Hartini, H.-, Rahmawati, R., & Asmin, E. A. (2021). Motivasi, Komitmen Organisasi, Kompetensi dan Dampaknya terhadap Kinerja Guru. *Jurnal Manajemen*, *12*(1), 52. https://doi.org/10.32832/jm-uika.v12i1.3950

Haryanti, N. (2019). *Metode Penelitian Ekonomi*. Bandung: Manggu.

Ho, C. S. M., Bryant, D. A., & Jiafang, L. (2024). Nurturing Teachers' Entrepreneurial Behavior in Schools: Roles and Responsibilities for School Principals. *Leadership and Policy in Schools*, *23*(2), 163-179. https://doi.org/10.1080/15700763.2022.2081218

Hogendoorn, H. (2022). Perception in Real-Time: Predicting the Present, Reconstructing the Past. *Trends in Cognitive Sciences*, *26*(2), 128-141. https://doi.org/10.36088/fondatia.v4i1.515

Huang, J., Sang, G., & He, W. (2023). Motivation to Teach and Preparedness for Teaching among Preservice Teachers in China: The effect of conscientiousness and constructivist teaching beliefs. *Frontiers in Psychology*, *14*, 1116321. https://doi.org/10.3389/fpsyg.2023.1116321

Ihsan, M. (2022). Kesiapan Guru Terhadap Implementasi Kurikulum Merdeka Belajar. *Publikasi Pembelajaran*, *1*(1), 37–46.

Immah, F., Sukidin, S., & Kartini, T. (2020). Pengaruh Kompetensi Profesional Guru terhadap Kinerja Guru di SMA Negeri 01 Kalisat Tahun Pelajaran 2018/2019. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, *14*(1), 253. https://doi.org/10.19184/jpe.v14i1.12493

Irham, M. & W. N. A. (2016). *Psikologi pendidikan: Teori dan Aplikasi dalam Proses Pembelajaran*. Yogyakarta: Ar-Ruzz Media.

Jun, W., Nasir, M. H., Yousaf, Z., Khattak, A., Yasir, M., Javed, A., & Shirazi, S. H. (2022). Innovation Performance in Digital Economy: Does Digital Platform Capability, Improvisation Capability and Organizational Readiness Really Matter?. *European Journal of Innovation Management*, *25*(5), 1309-1327. https://doi.org/10.1108/EJIM-10-2020-0422

Kilag, O. K. T., Uy, F. T., Abendan, C. F. K., & Malbas, M. H. (2023). Teaching Leadership: An Examination of Best Practices for Leadership Educators. *Science and Education*, *4*(7), 430-445.

Kuswibowo, C. (2022). Analisis Pengaruh Kompetensi, Motivasi Kerja dan Pengembangan Karir terhadap Produktivitas Kerja Guru pada Lembaga Pendidikan Islam. *Journal of Islamic Education and Innovation*, *2*(2), 153–164. https://doi.org/https://doi.org/10.26555/jiei.v2i2.4849

Lauermann, F., & ten Hagen, I. (2021). Do Teachers' Perceived Teaching Competence and Self-Efficacy Affect Students' Academic Outcomes? A Closer Look at Student-Reported Classroom Processes and Outcomes. *Educational psychologist*, *56*(4), 265-282. https://doi.org/10.1080/00461520.2021.1991355

Li, Y., Zhang, X., Dai, D. Y., & Hu, W. (2021). Curriculum Innovation in Times of the COVID-19 Pandemic: The Thinking-Based Instruction Theory and Its Application. *Frontiers in Psychology*, *12*, 1–18. https://doi.org/https://doi.org/10.3389/fpsyg.2021.601607

Malik, A., & Hutomo, R. (2017). Pengaruh Motivasi dan Kompetensi Terhadap Kinerja Guru Dimediasi Komitmen Organisasi di SMK Cordova Margoyoso Kabupaten Pati. *Jurnal Visi Manajemen*, *2*(1), 53-65.

Marmoah, S., Istiyati, S., Mahfud, H., Supianto, S., & Sukarno, S. (2022). Persepsi Guru terhadap Implementasi Program Sekolah Penggerak di Sekolah Dasar. *Dwija Cendekia: Jurnal Riset Pedagogik*, *6*(2), 361. https://doi.org/10.20961/jdc.v6i2.65122

Mukhtar, A., & Luqman. (2020). Pengaruh Kompetensi Guru terhadap Kinerja Guru Dan Prestasi Belajar Siswa di Kota Makassar. *Idaarah: Jurnal Manajemen Pendidikan*, *4*(1), 1. https://doi.org/10.24252/idaarah.v4i1.13899

Munib, A. (2016). Karakteristik Inovasi Pendidikan di Perguruan Tinggi Keagamaan Islam. *Jurnal Al-Ulum*, *3*(1), 75–85.

Ningsih, P. (2019). Pengaruh Komitmen, Kompetensi, Dan Lingkungan Kerja Terhadap Kinerja Guru Di Kecamatan Pasangkayu Kabupaten Mamuju Utara (Study Kasus pada SMA Negeri 1 Pasangkayu dan MA DDI Pasangkayu). *Katalogis*, *4*(11).

Novitasari, D., & Asbari, M. (2020). Peran Kesiapan untuk Berubah terhadap Kinerja Guru di Masa Pandemi Covid-19. *Journal of Industrial Engineering & Management Research (JIEMAR)*, *1*(2), 219–237.

Owan, V. J., Odigwe, F. N., Okon, A. E., Duruamaku-Dim, J. U., Ubi, I. O., Emanghe, E. E., ... & Bassey, B. A. (2022). Contributions of Placement, Retraining and Motivation to Teachers' Job Commitment: Structural Equation Modelling of The Linkages. *Heliyon*, *8*(4). https://doi.org/10.1016/j.heliyon.2022.e09334

Pribudhiana, R., Bin Don, Y., & Bin Yusof, M. R. (2021). Determining the Influence of Teacher Quality toward Teacher Readiness in Implementing Indonesian Education Policy. *Eurasian Journal of Educational Research*, *93*, 373-390. https://doi.org/10.14689/ejer.2021.93.18

Rosyadi, I. (2020). Pengaruh Stres Kerja , Motivasi Kerja, Pelatihan Kerja Terhadap Kinerja Guru. *Indonesian Journal of Strategic Management*, *3*(1). https://doi.org/10.25134/ijsm.v3i1.3630

Shoufan, A. (2023). Exploring Students' Perceptions of Chatgpt: Thematic Analysis and Follow-Up Survey. *IEEE Access*, *11*, 38805-38818. https://doi.org/10.1109/ACCESS.2023.3268224

Silvia, S. (2020). Persepsi Guru Terhadap Pembinaan Kompetensi Profesional Guru oleh Kepala Sekolah di SMP Negeri 18 Padang. *Jurnal Bahana Manajemen Pendidikan*, *1*, 426–433.

Soim, S., Haryanti, N., Mufron, A., & Erfiana, N. A. N. E. (2022). The Influence of Teacher Motivation and Skills on Performance through Leadership Intervening Variables. *Al-Hayat: Journal of Islamic Education*, *6*(2), 71. https://doi.org/10.35723/ajie.v6i2.298

Szucs, L. E., Andrzejewski, J. D., Robin, L., Telljohann, S., Pitt Barnes, S., & Hunt, P. (2021). The Health Education Teacher Instructional Competency Framework: A Conceptual Guide for Quality Instruction in School Health. *Journal of School Health*, *91*(10), 774-787. https://doi.org/10.1111/josh.13076

Szymańska, M. (2024). The Teacher Spiritual Development in the Reference to the Metaphorical Understanding of "Education as a Spiritual Journey" by Parker J. Palmer. *Multidisciplinary Journal of School Education*, *13*(1). https://doi.org/10.35765/mjse.2024.1325.02

Tamene, A., Habte, A., Endale, F., & Gizachew, A. (2022). A Qualitative Study of Factors Influencing Unsafe Work Behaviors among Environmental Service Workers: Perspectives of Workers, and Safety Managers: The Case of Government Hospitals in Addis Ababa, Ethiopia. *Environmental Health Insights*, *16*, 11786302221109357. https://doi.org/10.1177/11786302221109357

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics. *Educational review*, *73*(1), 71-97. https://doi.org/10.1080/00131911.2019.1705247

Twining, P., Butler, D., Fisser, P., Leahy, M., Shelton, C., Forget-Dubois, N., & Lacasse, M. (2021). Developing A Quality Curriculum in A Technological Era. *Educational Technology Research and Development*, *69*, 2285-2308. https://doi.org/10.1007/s11423-020-09857-3

Wijaya, A., Mustofa, M. S., & Husain, F. (2020). Sosialisasi Program Merdeka Belajar dan Guru Penggerak Bagi Guru SMPN 2 Kabupaten Maros. *Jurnal Puruhita*, *2*(1), 46–50. https://doi.org/https://doi.org/10.15294/puruhita.v2i1.42325

Woods, P. (2021). Strategies, Commitment and Identity; Making and Breaking the Teacher Role. In *Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols* (pp. Vol218-273). Routledge. https://doi.org/10.4324/9780203125526-21

Yestiani, D. K., & Zahwa, N. (2020). Peran Guru dalam Pembelajaran pada Siswa Sekolah Dasar. *Fondatia*, *4*(1), 41–47. Padillo, G. G., Manguilimotan, R. P., Capuno, R. G., & Espina, R. C. (2021). Professional Development Activities and Teacher Performance. *International Journal of Education and Practice*, *9*(3), 497-506. https://doi.org/10.36088/fondatia.v4i1.515

Zhang, X., Admiraal, W., & Saab, N. (2021). Teachers' Motivation to Participate in Continuous Professional Development: Relationship with Factors at The Personal and School Level. *Journal of Education for Teaching*, *47*(5), 714-731. https://doi.org/10.1080/02607476.2021.1942804