

Analysis of Elementary School Teachers' Readiness in Co-Curricular Learning in the Independent Curriculum

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Article History

accepted 1/2/2026

approved 1/3/2026

published 31/3/2026

Abstract

Co-curricular learning is learning that occurs alongside intra-curricular learning, aiming to achieve predetermined learning objectives and provide authentic experiences. This study aims to analyze teacher readiness for independent curricular and co-curricular learning in grades IV, V, and VI of SD Negeri 3 Kuncen, focusing on co-curricular learning planning, implementation, and assessment. This research method uses a qualitative descriptive approach. Data analysis in this study uses the Miles and Huberman model, focusing on data reduction, data display, and conclusion drawing, and the data's validity was established through source triangulation. The results of the study indicate that (1) teacher readiness in co-curricular learning planning is still low: (2) teacher readiness in implementing co-curricular learning is not optimal, 2 out of 3 teachers have only just implemented co-curricular learning: and (3) teacher readiness in implementing co-curricular learning assessment is sufficient because teachers have implemented summative assessments but formative assessments have not been carried out. This study concludes that it is necessary to develop co-curricular modules that support the independent curriculum's co-curricular learning.

Keywords: *readiness, co-curricular learning, co-curricular*

Abstrak

Kokurikuler merupakan pembelajaran yang berdampingan dengan intrakurikuler, yang bertujuan untuk mencapai tujuan pembelajaran yang telah ditetapkan dan memberikan pengalaman autentik. Penelitian ini bertujuan untuk menganalisis kesiapan guru dalam pembelajaran kokurikuler kurikulum merdeka di kelas IV, VI, dan VI SD Negeri 3 Kuncen yang ditinjau dari aspek perencanaan pembelajaran kokurikuler, pelaksanaan pembelajaran kokurikuler dan asesmen pembelajaran kokurikuler. Metode penelitian ini menggunakan pendekatan deskriptif kualitatif. Analisis data pada penelitian ini menggunakan model Miles Huberman dimulai dari reduksi data, *display* data dan penarikan kesimpulan serta keabsahan data dari penelitian ini diperoleh melalui triangulasi sumber. Adapun hasil penelitian menunjukkan bahwa (1) kesiapan guru dalam perencanaan pembelajaran kokurikuler masih rendah: (2) kesiapan guru dalam pelaksanaan pembelajaran kokurikuler belum maksimal, 2 dari 3 guru baru melaksanakan pembelajaran kokurikuler: dan (3) kesiapan guru dalam melaksanakan asesmen pembelajaran kokurikuler cukup dikarenakan guru sudah melaksanakan asesmen sumatif namun dalam asesmen formatif belum dilakukan. Kesimpulan dari penelitian ini adalah diperlukan pengembangan modul kokurikuler yang mendukung pembelajaran kokurikuler kurikulum merdeka.

Kata kunci: *kesiapan, pembelajaran kokurikuler, kokurikuler*



INTRODUCTION

The curriculum will undergo periodic changes through curriculum evaluation stages, and the development of education in Indonesia is inseparable from these changes (Fajri et al., 2023). Curriculum changes can be interpreted as improvements in the implementation of the existing curriculum, aligned with developments in education. The independent curriculum is designed to address the needs of 21st-century education, which demands contextual, holistic, and meaningful learning (Faizah, 2025). The independent curriculum, known as Merdeka Belajar (Freedom to Learn), emphasizes improving students' literacy, numeracy, and character (Romadhon & Irfan, 2025). The advantage of this independent curriculum is that it provides students with space to develop their character and competencies (Mulyasa, 2023). The curriculum is not limited to academic functions alone but also serves to instill and develop character values (Setyowati et al., 2022). This aligns with the Regulation of the Minister of Elementary and Secondary Education of the Republic of Indonesia Number 13 of 2025, which states that the curriculum is designed with the principles of character development, flexibility, and a focus on essential content.

The independent curriculum contains important learning structures, namely intracurricular and co-curricular activities. Intracurricular learning is defined as learning designed and implemented to achieve learning outcomes (Suryani & Istiqomah, 2025). Intracurricular learning refers to learning that aligns with the learning outcomes at each stage. Furthermore, intracurricular learning in the independent curriculum is inseparable from co-curricular learning, as the latter complements the material taught in the former. Co-curricular learning activities can support students' more profound understanding of the material, both within and outside the subject, thereby impacting character development (Amida & Sulanjari, 2024). In this case, co-curricular learning is conducted outside intracurricular learning hours.

Co-curricular learning is learning that occurs alongside intracurricular learning and cannot be separated from it. The purpose of co-curricular learning is to achieve predetermined learning objectives that provide authentic experiences (Hueck et al., 2025). This aligns with the opinion of Purnamasari et al. (2025), who stated that co-curricular learning is carried out to strengthen, deepen, and/or enrich intracurricular activities to develop competencies, especially character development. The competencies in question are in line with the eight dimensions of the graduate profile, namely: (1) faith and piety towards God Almighty; (2) citizenship; (3) critical reasoning; (4) creativity; (5) collaboration; (6) independence; (7) health; and (8) communication. There is a need for co-curricular learning that supports the development of these competencies. This is in line with the Republic of Indonesia's Minister of Elementary and Secondary Education Regulation Number 13 of 2025, which states that the goal of co-curricular learning is to strengthen efforts to achieve graduate profiles. Therefore, co-curricular learning is needed that can provide direct learning experiences for students. These learning experiences can be derived from the learning process students experience in acquiring knowledge, skills, attitudes, and values (Suyanto, 2025). Therefore, co-curricular learning is expected to provide students with learning experiences. Learning is said to be meaningful if the learning activities are meaningful and enriching for students obtained through experiences related to knowledge, beliefs, and social life (Kostiainen & Johanna, 2025). Furthermore, according to Ma'ariif SN (2025) learning is meaningful when the information learned is linked to students' knowledge and experience. Here, the role of teachers is vital in presenting co-curricular learning to provide impactful learning experiences for students.

Co-curricular activities essentially make educational units a place to grow into complete human beings (Purnamasari et al., 2025). Teachers are expected to understand the characteristics of co-curricular learning itself. This is so that co-curricular learning activities are carried out in accordance with the objectives of the

activity (Rosjanah & Kiptiyah, 2024). By understanding the characteristics of co-curricular activities, teachers can design, implement, and guide them so that learning is considered successful. In addition to understanding the characteristics, teachers also need to understand the form of co-curricular learning activities and their development. Co-curricular activities can be individual or group activities (Shilviana & Hamami, 2020). This requires teachers to be prepared in managing co-curricular learning. Teacher readiness can be defined as the teacher's ability to prepare learning, implement learning, and conduct formative and summative evaluations effectively (Mataka et al., 2025). Therefore, in co-curricular learning, teachers need to play a role in preparing co-curricular activities. Learning success stems from teacher preparedness (Ghalia & Karra, 2023). Good teacher preparedness will demonstrate the quality of learning (Qureshi et al., 2025). Therefore, teacher preparedness in co-curricular learning under the independent curriculum, including planning, implementation, and evaluation, impacts learning quality.

In the field, not all teachers can manage and implement co-curricular learning in line with existing concepts. This aligns with Ramadhan, (2023) opinion, which states that many teachers still do not fully understand how to develop learning materials that align with current curriculum needs. This contradicts Research findings (Shilviana & Hamami, 2020), which state that implementing co-curricular learning requires an understanding of the concepts of the co-curricular activities themselves. Furthermore, implementing co-curricular learning that does not align with the competencies in the graduate profile dimensions will not strengthen students' character values. The instillation and development of students' character values in a systemic and curricular manner is pursued through co-curricular activities (Muslim, 2021). Furthermore, co-curricular learning is an option in student character formation (Yudha, 2019). Problems in implementing co-curricular learning will affect the development of student competencies aligned with the graduate profile dimensions.

Research on teacher readiness for co-curricular learning is fundamental. In line with the research conducted by Younis et al. (2022), which shows a positive and significant impact of co-curricular activities on student skills, and is supported by other research (Yanto et al., 2025), which states that co-curricular activities have a significant contribution to building student character. On the other hand, a teacher's role is to prepare learning activities, including co-curricular learning itself (Irawan & Astuti, 2023). Every teacher should be able to prepare learning well to achieve predetermined learning objectives. Learning success is evident in the teacher's readiness to design learning (Jamjemah et al., 2022).

Based on the explanation of the problem above, the research problem is formulated as follows: how prepared are elementary school teachers for co-curricular learning under the independent curriculum? Furthermore, this research aims to provide an overview of the extent to which teachers can plan, implement, evaluate, and follow up on co-curricular learning activities. The novelty of this research is that the co-curricular learning studied is a new activity implemented in the independent curriculum for the 2025/2026 implementation year, simplifying and refining the previous *Projek Penguatan Profil Pelajar Pancasila (P5)*. It is hoped that this Research can be used to improve activity planning, increase teacher competency, procure facilities and infrastructure, and increase student participation in co-curricular learning.

METHOD

The Research method used in this study is descriptive qualitative research. This qualitative descriptive study explores and clarifies the meaning of a social issue, yielding a detailed description (Creswell, 2014). This study focused on teacher readiness for co-curricular learning, examining learning planning, implementation, and the learning assessments carried out. This research was conducted at SD Negeri 3 Kuncen during the odd semester of the 2025/2026 academic year, with 3 class teachers (grades IV, V, and VI) and a total of 39 students. The research subjects were selected using a purposive sampling technique, namely, intentional selection for research purposes to obtain in-depth information about teacher readiness in co-curricular learning and students' responses to receiving co-curricular learning. Data collection techniques for this research included interviews, observations, and documentation. The instruments used in this study were interview guides, observation sheets, and documentation. The indicators used to collect data are as follows:

Table 1. Indicators of Teacher Readiness in Co-curricular Learning Independent Curriculum

Aspects	Teacher Readiness Indicator	Co-curricular Learning Indicators
Planning	<ul style="list-style-type: none"> • Educational unit analysis • Analysis-based planning 	<ul style="list-style-type: none"> • Educational unit needs • Alignment of planning with needs
Implementation	<ul style="list-style-type: none"> • Teaching skills and content mastery 	<ul style="list-style-type: none"> • Clear and relevant learning objectives
Assesment	<ul style="list-style-type: none"> • Formative and summative assessments 	<ul style="list-style-type: none"> • Planned assessments

Data for the teacher readiness indicator were collected through teacher interviews and observations. In contrast, data for the co-curricular learning indicator were collected through teacher and student interviews and documentation studies. After data collection, they were analyzed using the Miles and Huberman model (Komara et al., 2024) with the steps of data reduction, data display, and conclusion drawing. Source triangulation was conducted to test the validity of the Research data.

RESULTS AND DISCUSSION

The findings of the study on teachers' readiness for co-curricular learning in Year 4 at SD Negeri 3 Kuncen, as assessed in terms of the lesson planning carried out by teachers in Years 4, 5 and 6, indicate that the teachers' readiness and preparedness in the area of lesson planning which encompasses the analysis of the school and needs-based planning do not yet meet the required standards. Teacher readiness in co-curricular learning of the independent curriculum in grades IV, V, and VI of SD Negeri 3 Kuncen, reviewed from the aspects of learning planning, learning implementation, and learning assessment, has been analyzed based on the results of observations, interviews, and documentation studies obtained by researchers in the field. The results of the observations and interviews were explained and described in accordance with the researchers' field findings. In addition, the documentation obtained was used as material to align and support the results of observations and interviews conducted by researchers. Based on the results of observations, interviews, and documentation, the researchers conducted triangulation to assess the validity of the data in this study.

Based on observations conducted by researchers with three teachers regarding co-curricular learning planning, the researchers have not yet found teachers to be ready to prepare for co-curricular learning. Based on observations and interviews,

teachers in implementing co-curricular learning are limited to just doing what is important, without any specific guidelines developed beforehand. Furthermore, teachers believe that co-curricular learning activities are the same as those in the *Projek Penguatan Profil Pelajar Pancasila (P5)*, so they do not need to further adjust the activities. This is reinforced by interviews with three teachers who firmly stated that they have not yet conducted an analysis of educational unit needs and needs-based planning for educational units. Furthermore, teachers stated that the character of learning has not changed significantly from year to year, so they do not need to conduct another needs analysis. We know that through needs analysis, teachers can determine students' needs and help them learn more effectively and efficiently (Kaya, 2021). However, data obtained by researchers indicate that teachers do not know which factors are used to develop co-curricular learning, co-curricular learning activities, or assessments for co-curricular learning. Teachers implementing co-curricular learning are still guided by the *Projek Penguatan Profil Pelajar Pancasila (P5)* activities, without changing the activities or the desired outcomes, despite the school's and students' needs. We know that in current co-curricular learning, it no longer refers to the Pancasila Student Profile but rather the Graduate Profile Dimension. In addition, based on documentation collected by researchers in the field, they did not find that teachers used learning guides when compiling and implementing co-curricular learning. Researchers found only the *Projek Penguatan Profil Pelajar Pancasila (P5)* module, used by teachers in co-curricular learning, which is no longer aligned with proper co-curricular learning. Through learning guides will provide direction for the learning carried out by teachers and the expectations achieved by students (Nguyen et al., 2025). In this case, there is a match between the observations, interviews, and documentation studies conducted by researchers, confirming that teachers of grades IV, V, and VI of SD Negeri 3 Kuncen have not used the adjusted guidelines but still use the *Projek Penguatan Profil Pelajar Pancasila (P5)* guidelines.



Picture 1. Co-curricular Guide with Module P5

The results of the study on teachers' readiness for co-curricular learning in Year 4 at SD Negeri 3 Kuncen, examined from the perspectives of planning and implementation readiness, involved the researcher conducting observations of teachers in Years 4, 5, and 6. During the observation activities, the researcher was assisted by one observer; the first observer was the researcher themselves, who observed two teachers, those of Years 4 and 5, whilst the second observer observed the Year 6 teacher. Regarding the implementation of co-curricular learning, researchers found that 2 out of 3 observed teachers delivered meaningful content to students. Teachers were able to deliver material that was beneficial to students' lives, making the learning they conducted contextual. Through meaningful learning, students gain the ability to connect existing concepts with new ones (Mystakidis, 2021). Furthermore, these teachers were able to relate the content presented in a meaningful and contextual way. This was reinforced by interviews with these teachers, who found that, despite limited time to

prepare a co-curricular learning plan, they were able to deliver content to students, albeit not optimally. However, another teacher was unable to implement co-curricular learning effectively due to many components of the implementation being inappropriate, such as non-contextual learning and content that did not align with the objectives of the co-curricular learning. This was supported by interview results, in which teachers admitted they had not been able to implement co-curricular learning optimally due to a lack of co-curricular planning and modules. Based on interviews with students about the two teachers' teaching, students said they did not understand the material. 20 of 39 students said the teacher's learning did not provide a clear understanding, such as during the *Projek Penguatan Profil Pelajar Pancasila (P5)* activity. In addition, students explained that in the co-curricular learning led by the teacher, the steps and objectives of the activities were not explained, even though worksheets were provided. This is not in line with Huntington et al. (2023), who stated that learning is effective if it results in changes in students' understanding and abilities.



Picture 2. Implementation of Co-curricular Activities for Grades IV, V, and VI

The learning assessment aspects used in co-curricular learning are pretty good. Based on the three teachers observed, they have conducted summative assessments at the end of the lesson, but no formative assessments. Summative assessments are carried out by teachers at the end of activities/projects that students work on independently or in groups; formative assessments involve only worksheets provided as a guide for student activities in co-curricular learning. Although the summative assessment still refers to the *Projek Penguatan Profil Pelajar Pancasila (P5)*, it aligns with the content of the material implemented by teachers in co-curricular learning. Documentation researchers found support for this, which contains only the results of summative learning assessments. Researchers found that teachers conducted only summative assessments at the end of activities/projects, but no formative assessments were conducted during the implementation of co-curricular activities. Assessment is most effective when integrated into the learning process and conducted at the end of learning, on an ongoing basis (Nieminen, 2024).

CONCLUSION

Based on the results of the Research and discussion in this study, several conclusions were obtained, including: reviewed from the aspect of learning planning, the readiness of teachers in grades IV, V, and VI of SD Negeri 3 Kuncen co-curricular activities shows that there is no need for analysis and planning that is in accordance with the school's needs. Teacher readiness in terms of learning implementation is not optimal; only 2 out of 3 teachers can convey meaningful content to students. From the perspective of learning assessment, it shows that all teachers have conducted

formative assessments in co-curricular learning, but have not implemented them. Therefore, the learning assessment aspect is deemed sufficient. The conclusion of this study is the need to develop co-curricular modules that support co-curricular learning in the independent curriculum.

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