



Curriculum terminology reform and its influence on teachers' preparedness for teaching

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ABSTRACT

The change in terms such as Kompetensi Dasar (KD) to Capaian Pembelajaran (CP), and Silabus to Alur Tujuan Pembelajaran (ATP) is not merely linguistic, but also carries conceptual consequences that require teachers to reinterpret the meaning and direction of the policy. The lack of comprehensive explanations, socialization, and implementation support leads to a mismatch between teachers' understanding and the curriculum's demands, thereby affecting their readiness to design and implement learning. Based on these conditions, this study aims to analyze how changes in curriculum terminology affect teachers' readiness, both in conceptual understanding and in teaching practice. This study uses a literature study approach with descriptive analysis of literature discussing curriculum changes and their impact on teacher readiness. The results of the study indicate that changes in terminology affect teachers' pedagogical, psychological, and professional aspects. Therefore, ongoing mentoring strategies, effective communication between stakeholders, and teacher involvement in professional learning communities are needed. These findings confirm that the success of curriculum implementation is largely determined by teachers' readiness to understand and apply the new terminology fully.

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ABSTRAK

Pergantian istilah seperti Kompetensi Dasar (KD) menjadi Capaian Pembelajaran (CP) serta Silabus menjadi Alur Tujuan Pembelajaran (ATP) tidak sekadar perubahan bahasa, tetapi juga membawa konsekuensi konseptual yang menuntut guru untuk menafsirkan ulang makna dan arah kebijakan tersebut. Minimnya penjelasan yang komprehensif, sosialisasi, dan dukungan implementasi menyebabkan ketidaksesuaian antara pemahaman guru dan tuntutan kurikulum, sehingga berdampak pada kesiapan mereka dalam merancang dan melaksanakan pembelajaran. Berdasarkan kondisi tersebut, penelitian ini bertujuan untuk menganalisis bagaimana perubahan terminologi kurikulum memengaruhi kesiapan guru, baik dari segi pemahaman konseptual maupun praktik pengajaran. Penelitian ini menggunakan pendekatan studi pustaka dengan analisis deskriptif terhadap literatur yang membahas perubahan kurikulum dan dampaknya terhadap kesiapan guru. Hasil kajian menunjukkan bahwa perubahan terminologi berdampak pada aspek pedagogis, psikologis, dan profesionalisme guru. Oleh karena itu, dibutuhkan strategi pendampingan berkelanjutan, komunikasi yang efektif antar pemangku kepentingan, serta keterlibatan guru dalam komunitas belajar profesional. Temuan ini menegaskan bahwa keberhasilan implementasi kurikulum sangat ditentukan oleh kesiapan guru dalam memahami dan menerapkan terminologi baru secara utuh.

Kata Kunci: kesiapan guru; kompetensi profesional; pergeseran terminologi; perubahan kurikulum

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INTRODUCTION

The curriculum is an essential component of the education system, serving as a reference point for designing, directing, and evaluating the entire learning process. It reflects the educational goals and aspirations of a nation and represents the evolving needs of learners and society. Consequently, curriculum development cannot be carried out instantaneously; rather, it requires a long and deliberate process involving academic review, policy considerations, and the participation of various stakeholders. Over time, the curriculum remains dynamic and open to change. Such changes may be driven by multiple factors, including advances in science and technology, shifting demands in the labor market, socio-cultural challenges, and local, national, and global priorities and political developments. Therefore, curriculum reform becomes an inevitable effort to adapt to contemporary contexts and to ensure that education remains relevant and meaningful for learners (Nuraini et al., 2023).

Curriculum changes are often accompanied by shifts in the terminology used in official curriculum documents. For example, the 2013 Curriculum utilized the terms *Kompetensi Inti* (KI) and *Kompetensi Dasar* (KD), whereas the Kurikulum Merdeka replaces these with *Capaian Pembelajaran* (CP) and *Tujuan Pembelajaran* (TP). These terminological changes are not merely linguistic adjustments; they signal a paradigm shift in how learning processes are conceptualized and designed. For teachers, who act as the primary implementers of the curriculum, these changes may present significant challenges. Teachers are required to understand the meaning of new terms, align them with their teaching practices, and integrate them into planning and assessment. Without sufficient understanding, teachers may experience confusion, misinterpretation, or even resistance to implementing the new curriculum (Azzahra et al., 2022).

These changes are often not supported by a deep and adequate understanding at the practitioner level, particularly among teachers. Rapid curriculum shifts without adequate training may create confusion and ultimately affect classroom learning. Teachers must not only become familiar with new terminology but also understand its implications for the design and implementation of instruction (Lukmariadi & Zubaidah, 2024). Inconsistencies in educational policy can also disrupt teacher professionalism. Teacher readiness is not limited to instructional skills. It also involves the ability to interpret and enact policy changes within classroom practice. This lack of readiness is further exacerbated by insufficient communication between policymakers and practitioners (Kay, 2024).

In the context of the Kurikulum Merdeka, many teachers report that they are not fully prepared to adapt to curriculum changes, particularly in understanding paradigm shifts and emerging terminology. This shows that terminological shifts are not merely technical. They directly affect teachers' pedagogical and psychological readiness (Gurion & Nasir, 2024). Although previous studies have examined curriculum implementation and teacher readiness, research specifically focusing on how shifts in curriculum terminology influence teacher preparedness remains limited (Cantika et al., 2022; Prasetya et al., 2025; Widiansyah et al., 2025). In fact, terminological changes are not purely administrative; they influence how teachers understand, plan, and enact learning in the classroom. Therefore, this study aims to analyze how shifts in curriculum terminology affect teacher readiness, both in conceptual

understanding and instructional practice. The findings are expected to contribute theoretically to curriculum studies and provide practical insights for policymakers and educators in optimizing curriculum implementation.

LITERATURE REVIEW

Definition of Curriculum and Terminology

Etymologically, the term curriculum originates from the Greek words "curir" (runner) and "curere" (a place to run), referring to the distance a runner must complete. Its meaning has expanded over time in line with the development of modern life. In contemporary understanding, the curriculum encompasses all planned activities and potential learning experiences both inside and outside the classroom, organized under the school's responsibility to achieve educational goals. The curriculum has been defined in various ways by scholars, depending on how they conceptualize its purpose and function. The curriculum is described as a statement of intentions and expectations manifested through educational plans or programs (Rahayu et al., 2023). The curriculum is understood as a planned framework comprising learning designs, teaching materials, and learning experiences that serve as guidelines for the teaching and learning process in educational institutions (Sholeh, 2022). According to Tyler in his book entitled "*Basic Principles of Curriculum and Instruction*", the curriculum is designed to achieve educational objectives through learning experiences acquired by students.

Curriculum is understood as the learning experiences that students acquire under the guidance of the school or teacher (Hibatillah & Husni, 2022). Based on these various perspectives, the curriculum can be understood as a structured plan of knowledge and learning experiences, both in and beyond the classroom, designed by teachers under the school's responsibility to achieve intended educational goals, and systematically organized into specific subject areas to support certification or graduation. Terminology refers to a system of terms used within a particular field of knowledge or professional activity, emphasizing the systematic use of concepts (Djumamabetova, 2023). In the context of adult education and global integration, terminology functions to explain, standardize, and construct conceptual frameworks. It also plays a role in forming international consensus and guiding policy decisions. In summary, terminology is a systematically structured set of terms used to develop and communicate knowledge within a specific field of study or professional practice.

The Role of Terminology in the Curriculum

Terminology is an organized, systematically defined system of terms within a particular field of study or profession that facilitates accurate and efficient communication. In the context of the curriculum, terminology not only assists students in understanding the technical terms used in learning but also helps teachers interpret and navigate the curriculum. Understanding the terminology embedded within the curriculum serves as a technical language that systematically conveys educational concepts, objectives, and procedures. By having a clear understanding of curriculum terminology, teachers can design and implement learning more

effectively, including setting objectives, organizing materials, choosing strategies, and carrying out evaluations (Azzahra et al., 2022).

Beyond guiding teachers in planning learning activities that meet students' needs, curriculum terminology also functions as a primary communication tool among teachers, students, stakeholders, and policymakers. Cabré, in their book called "*Terminology and specialized communication*" stated that the use of standardized terminology enables teachers to communicate ideas and instructions clearly and consistently, supports productive collaboration, minimizes ambiguity in instructional planning, and ensures alignment between educational policies and classroom practices. Terminology also provides a conceptual framework that helps students understand concepts systematically and enhances their academic literacy. The use of standardized terminology supports consistent scientific communication, facilitates knowledge transfer, and promotes the continuous development of professional competencies. Consistent terminology further enables learners to build connections between scientific concepts and academic language (Lara-Alecio et al., 2018).

Curriculum Change Theory

According to Michael Fullan in his book "*The Meaning of Educational Change*", curriculum change is an inevitable process that occurs alongside global developments and the continuously evolving needs of society. Several experts argue that curriculum change is not merely a matter of revising documents, but is fundamentally related to how the curriculum is implemented in practice. Curriculum change is not just a change in written documents; it is a multifaceted process that encompasses shifts in teacher behavior, mindset, and teaching practices, as well as the involvement of school stakeholders. Meaningful change takes place when teachers begin to internalize the curriculum's content, including its terminology and concepts, and translate these into daily instructional practices.

This is also mentioned in Michael Fullan's theory, which identifies several key factors influencing curriculum change. Firstly, teachers need to have a deep understanding of the curriculum content and terminology to implement the curriculum documents effectively in learning activities. Second, effective communication among stakeholders is essential to maintain coherence during the change process. Third, curriculum implementation must be aligned with the specific context and culture of each school. Finally, continuous support for teachers, as the primary agents of curriculum enactment, is crucial to ensuring sustainable implementation.

Diffusion of Innovation Theory further explains how, why, and at what rate an innovation spreads and is adopted within a social system over time. The innovation in question may take the form of new products, ideas, policies, or practices. Rogers in "*Diffusion of Innovations*" identifies five key elements of the diffusion process. Innovation refers to anything perceived as new, including ideas, methods, tools, or terminology. Communication channels describe how information is disseminated through various media. In relation to time, Rogers explains that the adoption of innovation involves stages through which individuals become aware of, evaluate, and eventually accept the new idea. The social system refers to the environment or community within which the innovation is introduced and implemented.

Teacher Readiness in Curriculum Policy Change

In an effort to improve the quality of education, governments must strengthen essential aspects of the education system, including curriculum design, teacher qualifications, infrastructure, and educational funding. These improvements are necessary to ensure that the learning process remains relevant to societal developments and contemporary demands, ultimately producing human resources capable of adapting to ongoing change. As one of the core components of education, the curriculum continually undergoes refinement in response to evolving societal and technological contexts. Such changes affect not only the content and official documents of teaching and learning but also the readiness of teachers, who serve as the primary implementers of curriculum policy in schools. Teachers are expected to adapt to these shifts by enhancing their pedagogical competencies, understanding the underlying philosophy of the new curriculum, and developing their ability to design and implement instruction aligned with current policy directions (Romadhon et al., 2023).

This requires a strong grasp of fundamental curriculum principles and the ability to apply innovative teaching approaches. Consequently, the success of curriculum implementation depends heavily on teachers' readiness, both in terms of professional competence and the ability to use technology in the learning process. Teachers, therefore, play a decisive role in determining the extent to which curriculum goals are achieved. Teachers also hold a strategic role in every phase of curriculum policy change. Understanding new policy concepts, planning instruction, implementing learning activities, and conducting evaluations are fundamental competencies for translating curriculum goals into effective classroom practice. Active teacher involvement is essential to ensure that curriculum content remains aligned with students' needs (Azzahra et al., 2022). In curriculum development processes, teachers are expected to possess strong competencies as designers, managers, evaluators, researchers, and decision makers.

Their ability to fulfill these roles is crucial to supporting the Merdeka Belajar (freedom to learn) policy, which promotes greater autonomy for both teachers and students (Adiba & Andriyanti, 2025). Teacher readiness thus becomes a key factor in curriculum implementation, as insufficient preparation or training may lead to discrepancies between the intended curriculum and actual classroom practices (Zulqaidah et al., 2024). The readiness of educational institutions to enact curriculum changes is not determined solely by cognitive understanding of curriculum content and implementation procedures. Another essential factor is the alignment between the curriculum's underlying philosophy and teachers' beliefs about their roles as educators and the learning principles they uphold (Adiba & Andriyanti, 2025). Additionally, teachers' commitment to implementing the curriculum plays a significant role in successful implementation.

METHODS

This study employed a descriptive literature review to examine academic sources on curriculum change and teacher readiness. The literature search was conducted through Taylor & Francis Online and other open-access academic journal platforms to identify relevant studies on curriculum terminology, curriculum reform, and teacher preparedness for

implementing Kurikulum Merdeka. Several keywords were used during the search process, including "teacher readiness", "curriculum change", "curriculum terminology", and "Kurikulum Merdeka" both individually and in combination to obtain broader and more relevant search results. The research process consisted of three stages: literature identification, article selection, and descriptive analysis.

In the first stage, relevant articles were identified through keyword-based searches in academic databases and journal platforms. In the second stage, the identified articles were screened based on predetermined inclusion and exclusion criteria. The inclusion criteria included: 1) articles published in peer-reviewed academic journals; 2) studies focusing on curriculum change, teacher readiness, or educational terminology; 3) publications within the last ten years (2015-2025), with priority given to recent studies (2020-2025); and 4) articles written in English or Indonesian.

Meanwhile, the exclusion criteria included articles unrelated to the research topic, duplicate publications, non-academic sources, and articles with incomplete methodological descriptions. In the final stage, the selected literature was reviewed and analyzed descriptively by categorizing key findings into major themes, including changes in terminology, implementation challenges, stakeholder roles, and teacher readiness. The analysis focused on identifying patterns, similarities, and differences among the selected studies to conclude the influence of curriculum terminology reform on teachers' preparedness for teaching.

RESULT AND DISCUSSION

Curriculum Change and Emerging Terminology

According to Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, curriculum reform in Indonesia is a strategic government initiative aimed at responding to the rapid development of society and the global community. The transition from the Kurikulum 2013 (K13) to the Kurikulum Merdeka involves not only changes in learning approaches but also in terminology and curriculum structure. These reforms aim to align the education system with twenty-first-century demands and strengthen both character development and competency-building among students. The changes introduced through the Kurikulum Merdeka have influenced teachers' understanding and teaching practices, requiring them to adapt to new learning approaches (Ningrum & Suryani, 2022). Although Kurikulum Merdeka incorporates several new terms and policy components, many of its underlying concepts are not significantly different from those in K13.

One of its fundamental principles is recognizing student heterogeneity, acknowledging that each learner possesses unique strengths and natural talents. Kurikulum Merdeka also introduces new terminology that educators must clearly understand. One key term is "dimension," which refers to the six core aspects forming the Profil Pelajar Pancasila. This profile embodies Indonesia's national education goals and serves as a guide for developing student character and competencies. Each dimension comprises several elements and sub-elements designed to help teachers create holistic, developmentally appropriate learning experiences that align with students' psychological and cognitive growth (Wahyuni et al., 2023). Alongside the concept of dimensions, several new terms replace older terminology

without significantly altering their conceptual meaning. For example, the *Kurikulum Operasional Satuan Pendidikan* (KOSP) is conceptually similar to previous school-level curriculum documents such as KTSP and the K13 curriculum. KOSP consists of four main components, namely the characteristics of the school, its vision and mission, the organization of learning, and instructional planning (Merliza, 2022). Another new term in Kurikulum Merdeka is the *Alur Tujuan Pembelajaran* (ATP), which outlines a systematic and logical progression of learning objectives across developmental phases.

ATP contains learning modules or instructional plans that include themes, subthemes, learning content, practice questions, enrichment activities, assessment tools, reflection opportunities, and remediation activities (Ardianti & Amalia, 2022). In K13, ATP serves a function similar to the former syllabus. In addition, *Capaian Pembelajaran* (CP) represents the minimum competencies students are expected to achieve. The formulation of CP is closely linked to cognitive development theories such as Bloom's Taxonomy, which also guided competency development in K13, where CP was previously articulated as *Kompetensi Inti* (KI) and *Kompetensi Dasar* (KD) (Puspita & Atikah, 2023). Kurikulum Merdeka also introduces phase-based learning that reflects students' competency development at different stages of education (Apriyanti, 2023). These phases range from early childhood education through primary and secondary education and are also applied in special education settings, with adjustments tailored to student needs.

Challenges in Implementing Kurikulum Merdeka

The implementation of Kurikulum Merdeka in primary schools presents a set of complex challenges involving various dimensions of the education system (Warsihna et al., 2023). One major challenge is resistance to change among teachers, students, and parents, many of whom feel unprepared or uncomfortable with the new learning model introduced through the policy (Dendodi et al., 2024). From the teacher's perspective, changes in curriculum policy directly influence their readiness as the main agents of implementation. However, many teachers still struggle to fully understand the concepts and approaches required by Kurikulum Merdeka, such as project-based learning and differentiated instruction (Nazar et al., 2024). As a result, teachers often face difficulties in adapting instructional methods to meet the diverse needs of learners (Dendodi et al., 2024).

In addition, professional training for teachers is often theoretical and lacks practical depth, necessitating more intensive mentoring and supervision to ensure effective curriculum implementation (Warsihna et al., 2023). Limited infrastructure also poses a significant challenge, particularly for schools located in remote areas (Setioyuliani & Andriyani, 2023). Inadequate technological infrastructure and limited internet access remain major barriers to implementing innovative and technology-integrated learning practices in schools (Akram et al., 2022). Social conditions and parental involvement further influence the implementation process. Diverse socioeconomic backgrounds, coupled with insufficient communication and support from parents, often lead to inconsistencies between expectations and classroom practice (Nazar et al., 2024).

Another challenge is the policy misalignment and lack of coordination across different levels of educational governance. This misalignment affects the planning and management of curriculum implementation, including budgeting, training, the provision of learning resources, and evaluation procedures, none of which have yet functioned optimally (Setioyuliani & Andriyani, 2023). Resistance to change from teachers and parents also persists, as curriculum reform is often perceived as an additional workload for teachers and raises concerns among parents regarding the depth and rigor of learning materials (Warsihna et al., 2023). Changes in terminology within Kurikulum Merdeka also significantly affect teachers' understanding and classroom practices. As curriculum implementers, teachers are expected to grasp the new concepts and terms introduced in policy documents. The shift from "silabus" to *Alur Tujuan Pembelajaran* (ATP) and from *Kompetensi Inti* (KI) to *Capaian Pembelajaran* (CP) requires teachers to reinterpret these documents and adapt their teaching accordingly (Sofiana & Juwita, 2024).

However, some teachers continue to use previous lesson-planning formats and view the new curriculum documents as simplified versions of earlier curricula, suggesting that the conceptual meaning of Kurikulum Merdeka has not been fully understood. Historically, shifts in instructional terminology from syllabus to RPP and now to ATP have required teachers to undergo continuous adaptation and professional training in order to regain confidence in implementing new curriculum policies. This reflects the cognitive burden caused by ongoing terminology changes and curriculum adjustments (Azizah, 2024; Lukmariadi & Zubaidah, 2024). Changes in curriculum terminology often confuse educators because many of these new terms have meanings similar to those of previous concepts, suggesting that the changes are more administrative and conceptual than substantial (Hukom, 2025).

The immediate impact of these changes includes an increased workload for teachers, who must study and adapt to new terminology and instructional tools. This condition requires continuous professional training and mentoring to support the effective implementation of the curriculum (Warsihna et al., 2023). Limited understanding of new terminology also creates uncertainty and resistance, which negatively affects classroom practices (Dendodi et al., 2024). On the other hand, teachers who can comprehend and internalize the new terminology tend to be more creative and innovative in designing learning experiences that align with students' characteristics, thereby fostering a more positive and adaptive learning environment (Ardianti & Amalia, 2022).

Insufficient socialization also contributes to passive resistance toward curriculum changes. Previous studies indicate that many teachers still experience difficulties in understanding and implementing differentiated instruction due to limited conceptual clarity and insufficient training. As a result, teachers often adapt existing teaching practices rather than fundamentally transforming their instructional strategies. Limited understanding of assessment concepts also affects evaluation practices, as teachers may struggle to distinguish between diagnostic and formative assessment, leading to assessment tools that do not accurately capture students' specific learning needs (Rahmawati et al., 2023).

The Role of Stakeholders in the Successful Implementation of the Curriculum

The successful implementation of curriculum reform depends on the involvement and collaboration of various educational stakeholders throughout the planning, implementation, and evaluation processes (Kurniawan et al., 2024). At the regional level, provincial and municipal governments bridge national policy with local contexts by allocating budgets, conducting training, and offering field supervision. Within schools, principals act as change leaders who articulate a vision for the new curriculum aligned with the school's characteristics, cultivate a collaborative culture, and ensure that teachers receive continuous professional development (Alfiannor & Jarkawi, 2025). Teachers, as the primary implementers of the curriculum, require adequate training, infrastructure, and pedagogical support to translate policy documents into meaningful classroom practices (Zulqaidah et al., 2024). Implementation efforts will not achieve their intended goals without the support of parents and the broader community, both of whom help strengthen the learning ecosystem.

Their participation enhances student readiness and provides additional resources for project-based learning (Rohmah, 2023). Moreover, industry partners contribute work-related relevance and social capital, particularly in supporting the development of *Projek Profil Pelajar Pancasila*, and may serve as partners in ongoing monitoring and evaluation activities. Finally, academics and researchers provide evidence-based feedback that is vital for refining policies and ensuring that the curriculum remains adaptive and that its impact is measurable (Hidayah et al., 2021). The active involvement and contributions of all stakeholders provide empirical evidence that sustainable curriculum reform requires interconnected roles, continuous communication, and participatory evaluation mechanisms. Such collaboration ensures that curriculum change does not remain merely at the document level but is translated into meaningful learning practices within the classroom.

Discussion

This study indicates that changes in curriculum terminology are not merely linguistic adjustments but carry significant conceptual implications for teachers. Although many of the new terms introduced in *Kurikulum Merdeka*, such as *Capaian Pembelajaran* (CP), *Alur Tujuan Pembelajaran* (ATP), and learning phases, retain conceptual similarities with previous curriculum structures, the shift in terminology requires teachers to reinterpret curriculum documents and align them with their instructional practices. The reinterpretation and implementation of curriculum reform may create confusion among teachers, particularly when professional support and guidance are insufficient (Chimbunde & Moreeng, 2024). This situation can be understood through Michael Fullan's theory of educational change, as outlined in his book *"The New Meaning of Educational Change,"* which emphasizes that curriculum reform is not merely about replacing documents but involves profound changes in teachers' beliefs, understanding, and teaching practices.

Meaningful change occurs when teachers internalize new concepts and apply them in their classroom teaching practices. However, recent studies indicate that many teachers remain at a stage of partial understanding and have not fully internalized the conceptual foundations of the *Kurikulum Merdeka*, which affects their readiness to implement it effectively. Teachers' readiness to implement the *Kurikulum Merdeka* is influenced by their understanding of the

curriculum, which often leads them to continue relying on existing teaching practices and lesson planning formats (Heryahya et al., 2022). The challenges identified in this study can also be explained through Rogers in "*Diffusion of Innovations*". The introduction of new curriculum terminology can be seen as an innovation that teachers must adopt over time. According to Rogers, the adoption process involves several stages, including awareness, interest, evaluation, trial, and adoption. The confusion and resistance observed among teachers indicate that many of them are still in the early stages of this process. Empirical evidence shows that teachers' readiness to adopt the Kurikulum Merdeka varies significantly, with many still needing time and structured support to achieve full implementation (Warsihna et al., 2023).

In addition, the findings indicate that interrelated cognitive, pedagogical, and psychological dimensions influence teacher readiness. From a cognitive perspective, teachers are required to understand new terminology along with its conceptual foundations. However, the similarities between terms in the old curriculum and those introduced in the new one often lead to misunderstandings, causing teachers to perceive curriculum changes as merely administrative rather than substantive (Gurion & Nasir, 2024). From a pedagogical perspective, teachers face difficulties in translating these new concepts into effective instructional strategies, particularly in implementing approaches such as differentiated instruction and project-based learning (Nazar et al., 2024). From a psychological perspective, factors such as self-efficacy, anxiety, and teachers' concerns about the impact of curriculum reform on students influence their ability to adapt to educational change (Gordon et al., 2023).

Continuous changes in curriculum terminology also contribute to increased workload, uncertainty, and resistance, which may reduce teachers' motivation to adapt (Dendodi et al., 2024). Teacher readiness is not solely determined by individual capacity but is also influenced by external factors such as leadership, training, and institutional support. Studies show that professional development opportunities and prior training experiences significantly affect teachers' readiness in implementing curriculum changes (Romadhon et al., 2023). In addition, systemic challenges such as limited infrastructure, policy misalignment, and lack of coordination across educational levels further hinder effective implementation (Setioyuliani & Andriyani, 2023). The role of stakeholders, therefore, becomes crucial in supporting the process of curriculum change. A perspective on the importance of systemic support: effective implementation requires collaboration among government institutions, school leaders, teachers, and the wider community.

Continuous professional development, clear communication of policy changes, and the establishment of professional learning communities are essential to facilitate teachers' understanding and application of new terminology (Rohmah, 2023; Zulqaidah et al., 2024). Without such support systems, curriculum reform risks remaining at the level of policy documents rather than being translated into meaningful classroom practices. This study confirms that the success of curriculum implementation is closely linked to teachers' ability to understand, internalize, and apply new terminology within their instructional practices. Terminological shifts should therefore not be viewed merely as technical or administrative changes, but as integral components of broader educational transformation. Strengthening teacher readiness through both individual and systemic support is essential to bridge the gap between curriculum policy and classroom practice.

CONCLUSION

Curriculum reform in Indonesia reflects the nation's ongoing efforts to respond to societal developments, evolving learner needs, and global challenges. One significant aspect of these reforms is the shift in curriculum terminology, which signals a broader transformation in educational paradigms. Although these changes are intended to enhance the quality of learning, many teachers are not fully prepared to adapt to them. The introduction of new terms, such as the transition from *Kompetensi Dasar* (KD) to *Capaian Pembelajaran* (CP) or from *Silabus* to *Alur Tujuan Pembelajaran* (ATP), requires teachers to understand their conceptual meaning and practical implications. Limited training, insufficient socialization, and the increased administrative workload have contributed to confusion, resistance, and inconsistencies between policy directives and classroom practices. As a result, an incomplete understanding of the new terminology affects the quality of instructional planning, implementation, and assessment. Several essential actions are recommended to support a more effective and sustainable implementation of curriculum changes.

The government needs to provide continuous professional development, ranging from introductory workshops on new terminology to ongoing classroom mentoring, ensuring that teachers fully grasp the meaning, application, and evaluative implications of each term. School principals play a critical role by establishing internal curriculum development teams and organizing regular reflection forums where teachers can discuss challenges, exchange feedback, and collaboratively adjust teaching materials. Teachers are encouraged to participate actively in professional learning communities, whether at the school, cluster, or online level, to share best practices, instructional resources, and solutions to difficulties related to new terminology. Additionally, parents and the broader community should be engaged through brief socialization sessions to build a shared understanding of new curriculum terms and to strengthen the alignment between home and school support. Together, these collaborative efforts can bridge the gap between policy and practice, ensuring that curriculum reform leads to meaningful learning experiences in the classroom.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors also confirm that the data and content of this article are free from plagiarism.

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