

## Saimroh

Badan Riset dan Inovasi Nasional (BRIN), Indonesia

***Paper title: "Evaluation of the Independent Curriculum's Implementation: Enhancing Educational Quality through Teacher Competence and Institutional Readiness in Madrasah"***

This study evaluates the implementation of the Independent Curriculum in madrasahs by assessing teacher competence and institutional readiness to improve the quality of education. The analysis emphasizes three main aspects: teacher competence, emotional, cognitive, and intentional readiness, and institutional support. A quantitative approach was used, involving a survey of 764 madrasah teachers in Indonesia. The data were analyzed descriptively to assess the levels of teacher readiness, competence, and the support provided by the government and institutions for the implementation of the Independent Curriculum. A comparison of teacher readiness scores, including emotional, cognitive, and intentional readiness, was conducted based on the teachers' backgrounds. The results showed that high intentional and emotional readiness scores indicated strong motivation and good adaptation among madrasah teachers. However, lower cognitive readiness scores highlighted challenges in technical aspects such as project-based learning and time management. Government and institutional support were found to play an important role in facilitating creativity, innovation, and policy implementation, although there are still shortcomings in training and inter-institutional collaboration. This study concludes that although madrasah teachers demonstrate high commitment, there is a need for strengthening continuous training, mentoring, and resource allocation to optimize the implementation of the Independent Curriculum. The findings recommend the development of professional development programs, better allocation of resources, and increased collaboration with stakeholders to ensure the equitable distribution of quality education across madrasahs.