

ABSTRAK**PERSEPSI GURU SEKOLAH DASAR
TERHADAP KENDALA PROSES PEMBELAJARAN KURIKULUM 2013
DI KABUPATEN MAHAKAM ULU**

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Penelitian ini bertujuan untuk mendeskripsikan kendala yang dialami guru SD dalam proses pembelajaran Kurikulum 2013. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek penelitian ini adalah 20 guru SD di Kabupaten Mahakam Ulu, Kalimantan Timur. Teknik pengumpulan data menggunakan teknik angket dan studi pustaka. Teknik analisis data yang digunakan adalah teknik analisis *Miles and Huberman* (1992) dengan aktifitas yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Pengujian keabsahan data dilakukan melalui uji kredibilitas dengan triangulasi sumber.

Hasil penelitian menunjukkan bahwa kendala-kendala yang dialami guru SD dalam proses pembelajaran kurikulum 2013 berasal dari pemerintah, institusi, guru, orang tua, dan siswa, letak geografis, serta budaya. Kendala dari pemerintah meliputi pendistribusian buku, akses informasi, akses jalan, dan kurangnya perhatian pemerintah kepada sekolah terpencil. Kendala dari institusi meliputi sarana dan prasarana. Kendala dari guru meliputi kurangnya kemampuan guru dalam menciptakan suasana belajar yang kondusif, menyenangkan dan tidak monoton, kurang luasnya ilmu pengetahuan guru, serta kurangnya persiapan dalam proses pembelajaran. Kendala dari orang tua dan siswa meliputi daya serap peserta didik terhadap materi pembelajaran, kurangnya pemahaman peserta didik tentang pentingnya belajar di sekolah, orang tua tidak peduli dengan pendidikan anak, dan kurangnya pengetahuan orang tua tentang dunia pendidikan. Kendala geografis meliputi lokasi sekolah dan pengaruh cuaca. Kendala Budaya meliputi kegiatan adat istiadat, budaya, serta tradisi yang sering melibatkan anak-anak.

Kata Kunci: persepsi guru, kendala proses pembelajaran, kurikulum 2013

***ELEMENTARY TEACHER'S PERCEPTIONS ON TEACHING LEARNING
PROBLEMS OF 2013 CURRICULUM IN MAHAKAM ULU***

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This study aims to describe the obstacles experienced by elementary school teachers in the 2013 Curriculum learning process. This research is a descriptive qualitative research. The subjects of this study were 20 elementary school teachers in Mahakam Ulu Regency, East Kalimantan. Data collection techniques using questionnaires and literature study. The data analysis technique used is the analysis technique of Miles and Huberman (1992) with activities that include data reduction, data presentation, as well as drawing conclusions and verification. Testing the validity of the data is done through a credibility test with source triangulation.

The results showed that the obstacles experienced by elementary school teachers in the 2013 curriculum learning process came from the government, institutions, teachers, parents, and students, geographical location, and culture. Obstacles from the government include the distribution of books, access to information, road access, and the government's lack of attention to remote schools. Constraints from institutions include facilities and infrastructure. Obstacles from teachers include the lack of teacher ability in creating a conducive, fun and not monotonous learning atmosphere, lack of knowledge of teachers, and lack of preparation in the learning process. Constraints from parents and students include students' absorption of learning materials, lack of understanding of students about the importance of learning at school, parents do not care about children's education, and lack of parental knowledge about the world of education. Geographical constraints include the location of the school and the influence of the weather. Cultural constraints include activities of customs, culture, and traditions that often involve children.

Keywords: *teachers perceptions, learning process constraints, 2013 curriculum*