

ABSTRACT

Prasetyanto, Jeremy. (2023). Teachers' Perception of The Implementation of Merdeka Belajar Curriculum at SMPN 2 Satu Atap Jambon. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Teachers Training and Education Faculty, Sanata Dharma University.

The perception of the new curriculum is important because it affects teachers' responses and opinions about the curriculum, such as how they create the lesson materials, their beliefs, and even their spirit in teaching. During the Kampus Mengajar activity, the researcher found some problems about *KMB*, so the researcher is interested in exploring more about teachers' perceptions of *KMB*.

This research aims to know how teachers at SMPN 2 Satu Atap Jambon perceive the implementation of *KMB*. To achieve the research objective, the researcher formulated a question, "How do SMPN 2 Satu Atap Jambon teachers perceive the implementation of *KMB*?"

This research is qualitative-descriptive research. The setting of the research was in SMPN 2 Satu Atap Jambon. The participants were four teachers who taught different subjects. The study showed that teachers at SMPN 2 Satu Atap Jambon were still learning about *KMB*. To collect data, the researcher used interviews and documentation.

T1 and T2 had positive perceptions of implementing *KMB*. It can be proven by their positive understanding of *KMB* and attitudes toward simplification of the lesson plan in *KMB*. T2 and T3 also perceived simplification of the lesson plan in *KMB* as an advancement in education, perceived offline and online methods could be used simultaneously for the learning activities. On the other hand, T3 and T4 had negative perceptions of the implementation of *KMB*. T3 and T4 thought *KMB* was too complicated, thought that the curriculum change was an educational setback, and thought K-13 was easier. It was because in K-13, the standard, objectives, and rules were already written, and teachers did not need to make more administrations that waste more time.

Keywords: implementation, *merdeka belajar* curriculum, perception

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Persepsi terhadap kurikulum baru sangatlah penting karena mempengaruhi respon dan tanggapan guru mengenai kurikulum tersebut, seperti bagaimana mereka membuat materi pengajaran, keyakinan mereka dan bahkan semangat mengajar mereka.

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi guru-guru SMPN 2 Satu Atap Jambon tentang KMB. Untuk mencapai tujuan penelitian, peneliti merumuskan masalah sebagai berikut "bagaimanakah persepsi guru-guru SMPN 2 Satu Atap Jambon terhadap KMB?"

Penelitian ini adalah penelitian deskriptif kualitatif. Tempat penelitian ini adalah SMPN 2 Satu Atap Jambon. Peserta dari penelitian adalah empat orang guru yang mengajar mata pelajaran yang berbeda. Penelitian ini menunjukkan bahwa para guru di SMPN 2 Satu Atap Jambon masih dalam tahap mempelajari kurikulum baru (KMB) Untuk pengumpulan data, peneliti menggunakan metode interview dan dokumentasi.

Guru T1 dan T2 memiliki persepsi yang positif terhadap implementasi KMB. Hal ini dibuktikan dengan pemahaman mereka yang positif terhadap KMB dan sikap positif mereka terhadap penyederhanaan RPP di KMB. T2 dan T3 mengakui penyederhanaan RPP di KMB sebagai kemajuan pendidikan, mereka mengakui metode offline dan online dapat digunakan secara bersamaan dan memaksimalkan penggunaan teknologi yang ada untuk meningkatkan kualitas pembelajaran. Sedangkan T3 dan T4 memiliki persepsi negatif terhadap pelaksanaan KMB. T3 dan T4 menganggap KMB terlalu rumit, menganggap perubahan kurikulum sebagai kemunduran pendidikan, dan menganggap K-13 lebih mudah. Hal itu karena di K-13 standar, tujuan, dan aturan sudah tertulis, dan guru tidak perlu lagi melakukan administrasi yang membuang waktu

Kata kunci: implementation, merdeka belajar curriculum, perception