

ABSTRAK

PROBLEMATIKA IMPLEMENTASI KURIKULUM MERDEKA BELAJAR

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Penelitian ini bertujuan untuk mengetahui kesulitan yang dihadapi oleh pihak sekolah ketika mengimplementasikan Kurikulum Merdeka dalam proses pembelajaran, beserta tindakan yang dilakukan untuk mengatasi kesulitan tersebut. Kurikulum Merdeka merupakan kebijakan baru yang dikeluarkan oleh Kemendikbud dan diterapkan oleh seluruh lembaga pendidikan, termasuk Sekolah Menengah Atas (SMA) dan Sekolah Menengah Kejuruan (SMK).

Penelitian ini merupakan jenis penelitian eksploratif dengan pendekatan kualitatif. Penelitian dilaksanakan di SMKN 2 Depok sebagai salah satu sekolah di Yogyakarta yang turut menerapkan Kurikulum Merdeka. Metode pengumpulan data yang digunakan adalah wawancara. Wawancara dilakukan kepada sembilan responden antara lain wakil kepala sekolah, guru, dan peserta didik. Untuk menguji keabsahan data digunakan teknik triangulasi, sedangkan teknik analisis data menggunakan model analisis Miles, Huberman, dan Saldana (2014).

Berdasarkan dari hasil penelitian, ditemukan beberapa kesulitan atau hambatan yang dialami oleh pihak sekolah, terutama pada guru, dalam menerapkan Kurikulum Merdeka. Hasil penelitian menunjukkan bahwa kompetensi guru dalam pengembangan perangkat ajar, penguasaan Teknologi Informasi (TI), dan pengelolaan pembelajaran dirasa kurang sesuai dengan konsep Kurikulum Merdeka. Adapun berbagai upaya yang dilakukan oleh pihak sekolah dengan memberikan pelatihan dan evaluasi untuk guru supaya dapat memaksimalkan proses penerapan Kurikulum Merdeka di SMKN 2 Depok, Yogyakarta.

Kata kunci : Hambatan, Kesulitan, Tantangan, Implementasi Kurikulum Merdeka.

ABSTRACT

**THE IMPLEMENTATION PROBLEMS OF THE
MERDEKA CURRICULUM**

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The research was conducted with the aim of revealing the difficulties faced by schools in implementing the *Merdeka* Curriculum in the learning processes, as well as discovering the actions taken to overcome those difficulties. The *Merdeka* Curriculum is a new policy enacted by the Ministry of Education and Culture, which should be implemented in all educational institutions, including the high school and vocational school levels.

The research belonged to exploratory research with a qualitative approach. It was conducted at SMKN 2 Depok, which is one of the schools in Yogyakarta which has implemented the *Merdeka* Curriculum. The data collection was conducted by holding interviews with nine respondents, among others were the vice principals, teachers, and students. To ensure the validity of the data, the triangulation was applied, whereas the data analysis technique employed the analysis model proposed by Miles, Huberman, and Saldana (2014).

Based on the research, it was found that several difficulties or obstacles in implementing the *Merdeka* Curriculum were experienced by the school, especially by teachers. The findings indicated that teachers' competence in developing teaching tools, mastering Information Technology (IT), and managing learning processes were not compatible with the concept of the *Merdeka* Curriculum. In addition, the school has made various efforts by providing trainings and evaluations for teachers to maximize the implementation of the *Merdeka* Curriculum at SMKN2 Depok, Yogyakarta.

Keywords : obstacles, difficulties, challenges, implementation of the *Merdeka* Curriculum