

ABSTRAK

ANALISIS KESULITAN GURU DALAM MENYUSUN MODUL AJAR KURIKULUM MERDEKA DI SMK NEGERI 1 BANTUL

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Penelitian ini bertujuan untuk menganalisis kesulitan guru dalam menyusun modul ajar Kurikulum Merdeka di SMK Negeri 1 Bantul dan upaya untuk mengatasinya. Modul ajar merupakan salah satu jenis perangkat pembelajaran yang digunakan guru dalam menunjang proses pembelajaran. Modul ajar dalam Kurikulum Merdeka dijabarkan dari Alur Tujuan Pembelajaran (ATP) dan disusun sesuai tahap perkembangan peserta didik (fase) dalam mencapai Profil Pelajar Pancasila dan Capaian Pembelajaran (CP).

Penelitian ini menggunakan penelitian kualitatif deskriptif dengan menggunakan teknik pengumpulan data wawancara dan dokumentasi. Teknik analisis data dalam penelitian ini menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Pengujian keabsahan data dalam penelitian ini menggunakan triangulasi sumber. Objek penelitian ini yakni penyusunan modul ajar Kurikulum Merdeka dan subjeknya yaitu guru yang menyusun modul ajar Kurikulum Merdeka.

Hasil penelitian menunjukkan bahwa kesulitan yang dialami oleh guru dalam menyusun modul ajar, diantaranya: belum sepenuhnya memahami konsep dan perubahan istilah baru yang muncul dalam modul ajar Kurikulum Merdeka, kesulitan dalam menganalisis kondisi dan kebutuhan siswa, pengidentifikasian dimensi Profil Pelajar Pancasila, penyusunan modul ajar mengacu ATP, dan guru masih kesulitan dalam menyusun modul ajar komponen tersedia terkait menentukan sarana prasarana, pertanyaan pemantik, dan asesmen. Upaya yang dilakukan guru untuk mengatasi kesulitan-kesulitan tersebut yakni dengan mengikuti berbagai pelatihan dan belajar secara mandiri.

Kata kunci: kesulitan, penyusunan modul ajar, Kurikulum Merdeka

ABSTRACT

**AN ANALYSIS OF TEACHER DIFFICULTIES IN DESIGNING
MERDEKA CURRICULUM LEARNING MODULES
AT SMK NEGERI 1 BANTUL**

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The aims of the research was to analyze the difficulties of teachers in designing learning modules for the Merdeka Curriculum at SMK Negeri 1 Bantul and to discover efforts to overcome them. Learning modules are one type of learning devices employed by teachers to support the learning process. The learning modules in the Merdeka Curriculum are elaborated based on the Learning Objective Flow (ATP) and are arranged according to the phases of student development in an attempt to achieve the Pancasila Student Profile and Learning Outcomes (CP).

The research used descriptive qualitative research using interview and documentation data collection techniques. The data analysis techniques comprised data reduction techniques, data presentation, and conclusions. The data validity testing employed source triangulation. The object of the research was the designing of the Merdeka Curriculum learning modules, while the subjects were the teachers who developed them.

The research results showed that the difficulties experienced by teachers in designing learning modules among others were incomplete understanding of the concepts and term changes that appeared in the Merdeka Curriculum learning modules, difficulties in analysing students' conditions and needs, identifying the dimensions of the Pancasila Student Profile, designing the learning modules by referring to Learning Objective Flow, and difficulties in designing available learning module components related to determining infrastructure, trigger questions, and assessments. Efforts done to overcome these difficulties were attending various trainings and learning independently.

Keywords: *difficulty, designing teaching modules, The Merdeka Curriculum*