

ABSTRAK
IMPLEMENTASI KURIKULUM MERDEKA DI SD PANGUDI LUHUR
SEDAYU YOGYAKARTA

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Kurikulum merupakan pengembangan kurikulum terbaru yang menjadi pemulihan pembelajaran akibat adanya ketertinggalan pembelajaran yang disebabkan adanya Covid-19. Kurikulum merdeka diresmikan oleh Menteri Pendidikan dan Kebudayaan yang menetapkan bahwasannya terdapat beberapa hal yang harus disusun sebelum pembelajaran setelah itu melaksanakan pembelajaran kurikulum merdeka melaksanakannya dengan differensiasi pembelajaran serta assesmen. Adapun rumusan masalah dalam penelitian ini adalah “Bagaimana implementasi, hambatan dan upaya mengatasi hambatan penerapan kurikulum merdeka di SD Pangudi Luhur Sedayu”. Tujuan penelitian ini adalah untuk melihat pencapaian profil pelajar Pancasila yang dilakukan dengan kegiatan ekstrakurikuler, intrakurikuler, P5, dan Budaya sekolah.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan deskriptif dengan teknik pengumpulan data yaitu teknik wawancara dengan mewawancarai Kepala Sekolah, Wakil Kepala Sekolah, Guru Kelas, dan 1 perwakilan siswa kelas V, teknik observasi dilakukan dengan mengamati pelaksanaan pembelajaran, serta Teknik dokumentasi berupa modul ajar dan assesmen yang digunakan guru.

Hasil penelitian menunjukkan bahwa guru kelas 5 (lima) di SD Pangudi Luhur Sedayu sudah mengimplementasikan kurikulum merdeka tahun ajaran 2022/2023. Hal ini terlihat dari guru dalam melaksanakan perencanaan pembelajaran dengan mencantumkan Capaian Pembelajaran (CP), Menyusun Tujuan Pembelajaran (TP), dan Alur Tujuan Pembelajaran (ATP), serta modul ajar yang disusun sudah sesuai dengan Keputusan Menteri Nomor 262/M/2022. Dalam pelaksanaan pembelajaran guru telah melaksanakan differensiasi pembelajaran berdasarkan proses, tetapi guru masih kesulitan dalam pelaksanaan differensiasi pembelajaran berdasarkan proses. Serta guru dalam evaluasi telah menerapkan assesmen sumatif, diagnostik, dan assesmen formatif, namun guru masih kesulitan dalam memilih media dan model pembelajaran. Sehingga pengimplementasiannya guru di SD Pangudi Luhur Sedayu Sudha terimplementasi tetapi belum sempurna.

Kata Kunci : Kurikulum Merdeka, Hambatan dan Upaya

ABSTRACT
IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT
PANGUDI LUHUR SEDAYU ELEMENTARY SCHOOL YOGYAKARTA

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The independent curriculum is the latest curriculum development which provides learning recovery due to left behind in learning caused by Covid-19. The independent curriculum was legitimated by the Minister of Education and Culture who determined that there are several things that must be prepared before learning and then carrying out learning. The independent curriculum is carried out with differentiated learning and assessment. The formulation of the problem in this research is "How is the implementation, obstacles and efforts to overcome obstacles to implementing the independent curriculum at SD Pangudi Luhur Sedayu". The aim of this research is to see the achievement of the Pancasila student profile which is carried out through extracurricular, intracurricular, P5 and school culture activities.

The method used in this research is a qualitative method with a descriptive approach with data collection techniques, namely interview techniques by interviewing the Principal, Vice Principal, Room Teacher, and 1 representative from grade V students. Observation techniques are carried out by observing the implementation of learning, as well as documentation techniques in the form of teaching and assessment modules used by teachers.

The research results show that the fifth grade teacher at Pangudi Luhur Sedayu Elementary School has implemented the independent curriculum for the 2022/2023 school year. This can be seen from teachers in carrying out lesson plan by including Learning Outcomes (CP), Developing Learning Objectives (TP), and Learning Objective Flow (ATP), as well as the teaching modules that are prepared in accordance with Minister Regulation Number 262/M/2022. In implementing learning, teachers have implemented differentiated learning based on processes, but teachers still have difficulty on implementing differentiated learning based on processes. And teachers in evaluations have implemented summative, diagnostic and formative assessments, but teachers still have difficulty in choosing media and learning models. So the teacher implementation at Pangudi Luhur Sedayu Sudha Elementary School was implemented but it hasn't perfect yet.

Keywords: *Independent Curriculum, Obstacles and Efforts*