

ABSTRAK

IMPLEMENTASI KURIKULUM MERDEKA DI SD NEGERI GIRIHARJO KAPANEWON PAKEM KABUPATEN SLEMAN

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2025

Implementasi Kurikulum Merdeka dengan menekankan nilai-nilai Profil Pelajar Pancasila diterapkan dalam aspek pembelajaran intrakurikuler, kegiatan ekstrakurikuler, P5, dan budaya sekolah. Penelitian ini bertujuan untuk mengungkap berbagai kendala yang muncul dalam proses implementasi serta langkah-langkah yang diambil untuk mengatasinya, dengan menyoroti tiga aspek utama yaitu: perencanaan, pelaksanaan dan evaluasi yang berlangsung di SD Negeri Giriharjo selama mengimplementasi Kurikulum Merdeka.

Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian mencakup kepala sekolah, guru kelas I, II, IV dan V, tenaga kependidikan, komite sekolah, serta masing-masing dua siswa dari kelas I, II, IV dan V. Adapun objek penelitian difokuskan pada Implementasi Kurikulum Merdeka dalam kegiatan pembelajaran intrakurikuler, ekstrakurikuler, proyek penguatan profil pelajar Pancasila (P5), dan budaya sekolah. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Untuk memastikan keabsahan data, digunakan teknik triangulasi dalam pengumpulan data. Sementara itu, analisis data dilakukan dengan menggunakan model Miles dan Huberman seperti yang dijelaskan dalam karya Herdani.

Hasil penelitian menunjukkan bahwa pelaksanaan Kurikulum Merdeka di SD Negeri Giriharjo dalam aspek pembelajaran intrakurikuler, kegiatan ekstrakurikuler, proyek penguatan profil pelajar Pancasila (P5), dan budaya sekolah telah berlangsung secara cukup baik dan tersruktur. Namun demikian, beberapa kendala masih ditemukan dalam implementasinya, antara lain keterbatasan sarana dan prasarana yang mendukung kegiatan literasi dan numerasi, kejenuhan siswa dalam mengikuti kegiatan P5, serta kurangnya pemahaman guru dalam menyusun modul ajar dan memanfaatkan Platform Merdeka Mengajar (PMM). Upaya yang dilakukan untuk mengatasi kendala tersebut meliputi keterlibatan dalam komunitas belajar (KOMBEL), mengikuti program pelatihan dan pendidikan (DIKLAT), pemanfaatan dana BOS, serta pengalokasian waktu khusus untuk pelaksanaan kegiatan P5.

Kata Kunci: Implementasi, Kurikulum Merdeka, Kendala, Upaya

ABSTRACT**IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT GIRIHARJO
ELEMENTARY SCHOOL IN PAKEM SLEMAN DISTRICT**

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The implementation of Merdeka Curriculum by emphasizing the values of the Pancasila Student Profile is applied in aspects of intracurricular learning, extracurricular activities, P5, and school culture. This study aims to reveal the various obstacles that arise in the implementation process and the steps taken to overcome them, by highlighting three main aspects, namely: planning, implementation, and evaluation that took place at Giriharjo State Elementary School while implementing the Merdeka Curriculum.

This study used a qualitative approach with a descriptive method. The research subjects included the principal, grade I, II, IV and V teachers, education personnel, school committee, and two students each from grades I, II, IV and V. The object of research is focused on the Implementation of Merdeka Curriculum in intracurricular, extracurricular learning activities, the Pancasila student profile strengthening project (P5), and school culture. Data is collected through observation, interviews, and documentation studies. To ensure data validity, triangulation techniques are used in data collection. Meanwhile, data analysis was conducted using the Miles and Huberman model as described in Herdani's work.

The results showed that the implementation of Merdeka Curriculum at Giriharjo State Elementary School in the aspects of intracurricular learning, extracurricular activities, the Pancasila student profile strengthening project (P5), and school culture has taken place quite well and structured. However, several obstacles are still found in its implementation, including limited facilities and infrastructure that support literacy and numeracy activities, students' boredom in participating in P5 activities, and teachers' lack of understanding in preparing teaching modules and utilizing the Merdeka Teaching Platform (PMM). Efforts made to overcome these obstacles include involvement in the learning community (KOMBEL), participating in training and education programs (DIKLAT), utilizing BOS funds, and allocating special time for implementing P5 activities.

Keywords: *Implementation, Independent Curriculum, Constraints, Efforts*