

ABSTRAK

IMPLEMENTASI KURIKULUM MERDEKA DI SD KANISIUS KINTELAN I KEMANTREN MERGANGSAN KOTA YOGYAKARTA

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Penelitian ini bertujuan untuk mendeskripsikan implementasi Kurikulum Merdeka di SD Kanisius Kintelan I, Kota Yogyakarta, serta mengidentifikasi kendala dan upaya yang dilakukan. Kurikulum Merdeka merupakan kebijakan pendidikan yang menekankan fleksibilitas pembelajaran, penguatan karakter melalui Proyek Penguatan Profil Pelajar Pancasila (P5), dan pengembangan potensi siswa secara holistik. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan studi dokumentasi. Analisis data dilakukan dengan model Miles dan Huberman.

Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka mencakup empat aspek: pembelajaran intrakurikuler, kegiatan ekstrakurikuler, proyek P5, dan budaya sekolah. Kendala yang dihadapi meliputi keterbatasan sarana, pemahaman guru yang belum merata, serta kesulitan dalam menyusun modul dan asesmen. Upaya yang dilakukan mencakup pelatihan mandiri melalui PMM, kerja sama dengan orang tua dan komite sekolah, serta penguatan budaya kolaboratif di lingkungan sekolah.

Penelitian ini menyimpulkan bahwa implementasi Kurikulum Merdeka berjalan baik dan adaptif, serta memberikan dampak positif terhadap proses dan kualitas pembelajaran.

Kata Kunci: Implementasi Kurikulum Merdeka, kendala implementasi, upaya mengatasi kendala.

ABSTRACT

**IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT KANISIUS
KINTELAN I PRIMARY SCHOOL, KEMANTREN MERGANGSAN YOGYAKARTA
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This study aims to describe the implementation of the Kurikulum Merdeka at SD Kanisius Kintelan I, Yogyakarta City, and to identify the challenges and efforts involved. The Kurikulum Merdeka is an educational policy that emphasizes learning flexibility, character building through the Pancasila Student Profile Strengthening Project (P5), and the holistic development of students' potential. This research employed a descriptive qualitative approach, with data collected through observation, interviews, and document analysis. Data were analyzed using Miles and Huberman's interactive model.

The findings indicate that the implementation covered four key aspects: intracurricular learning, extracurricular activities, P5 projects, and school culture. The main challenges included limited facilities, uneven teacher understanding, and difficulties in preparing teaching modules and assessments. The efforts to address these challenges involved self-directed training through the Merdeka Mengajar Platform (PMM), collaboration with parents and the school committee, and the reinforcement of a collaborative school culture.

This study concludes that the implementation of the Kurikulum Merdeka was well-executed and adaptive to the school's context, contributing positively to the teaching process and learning quality.

Keywords: *Implementation of the Independent Curriculum, implementation constraints, efforts to overcome constraints.*