

ABSTRAK

IMPLEMENTASI KURIKULUM MERDEKA DI SEKOLAH DASAR NEGERI

DEPOK 1, KAPANEWON DEPOK, KABUPATEN SLEMAN

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Kurikulum Merdeka merupakan inovasi pendidikan Indonesia untuk menjawab tantangan era digital. SD Negeri Depok 1, Sleman, dipilih sebagai subjek penelitian karena lokasi strategis dan fasilitas memadai.

Menggambarkan implementasi Kurikulum Merdeka, mengidentifikasi tantangan, dan menganalisis strategi adaptasi sekolah untuk meningkatkan kualitas pendidikan melalui otonomi pembelajaran.

Implementasi dilakukan melalui empat kegiatan: pembelajaran intrakurikuler, ekstrakurikuler, Proyek Penguatan Profil Pelajar Pancasila (P5), dan budaya sekolah. P5 berhasil menciptakan pembelajaran aktif dan budaya positif, namun masih ada kendala seperti adaptasi guru dalam membuat modul ajar, metode pembelajaran konvensional, keterbatasan sumber daya, dan minimnya pelatihan komprehensif.

Implementasi menunjukkan capaian positif dalam kolaborasi siswa dan budaya sekolah, tetapi perlu perbaikan dalam perencanaan, pembelajaran berdiferensiasi, dan peningkatan kapasitas guru.

Kata Kunci: Implementasi, Kurikulum Merdeka, Sekolah Dasar, Pendidikan Dasar.

ABSTRACT

**IMPLEMENTATION OF MERDEKA CURRICULUM AT DEPOK 1 STATE
ELEMENTARY SCHOOL, DEPOK SUB-DISTRICT, SLEMAN REGENCY**

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This research examines the implementation of Indonesia's Merdeka Curriculum at SD Negeri Depok 1 elementary school in Sleman Regency. The Merdeka Curriculum represents Indonesia's latest educational innovation, designed to address contemporary challenges and digital era demands while being rooted in Pancasila values.

The study analyzes how the school implements the curriculum through four main activities: intracurricular learning, extracurricular activities, Pancasila Student Profile Strengthening Project (P5), and school culture development. While the research found positive outcomes in student collaboration and school culture, significant challenges remain.

Key obstacles identified include teachers' difficulties in adapting to new teaching module creation, continued use of conventional learning methods, limited resources, and insufficient understanding of the curriculum's core principles due to inadequate comprehensive training.

The research concludes that although SD Negeri Depok 1 shows promising results in certain aspects of curriculum implementation, improvements are needed in planning, differentiated learning implementation, and teacher capacity building to fully achieve the Merdeka Curriculum's objectives of providing educational autonomy to schools and students.

Keywords: Implementation, Merdeka Curriculum, Elementary School, Primary Education.