

ABSTRAK

PERSEPSI GURU BIOLOGI TERHADAP TANTANGAN DAN PELUANG DALAM PENERAPAN KURIKULUM MERDEKA DI SEKOLAH MENENGAH ATAS KOTA YOGYAKARTA

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Kurikulum merdeka menitikberatkan pada pembelajaran berpusat pada siswa dan fleksibilitas guru, dan bertujuan meningkatkan mutu pendidikan sesuai Permendikbudristek No. 5 Tahun 2022. Namun implementasinya menghadapi tantangan seperti kesiapan guru, sarana-prasarana, dan beban administratif. Penelitian ini bertujuan untuk menganalisis persepsi guru SMA terkait tantangan implementasi kurikulum merdeka, mengidentifikasi peluang yang dilihat guru, dan menganalisis faktor yang mempengaruhi persepsi tersebut.

Penelitian ini merupakan penelitian studi kasus yang dilakukan secara kualitatif deskriptif terhadap guru biologi di 5 SMA di Kota Yogyakarta. Hasil penelitian ini menunjukkan guru memahami konsep kurikulum merdeka namun menghadapi tantangan teknis seperti keterbatasan waktu, pengelolaan kelas beragam, minimnya fasilitas praktikum (termasuk alat dan laboran), serta beban akreditasi. Di sisi lain, kurikulum merdeka membuka peluang melalui pembelajaran berbasis proyek yang meningkatkan motivasi siswa dan kolaborasi antara guru, serta fleksibilitas penyesuaian materi. Persepsi guru dipengaruhi oleh pengalaman mengajar, dukungan faktor lingkungan, dan pelatihan berkelanjutan. Dari hasil penelitian ini dapat disimpulkan bahwa perlunya dukungan berkelanjutan, pelatihan praktis, dan sinkronisasi kebijakan kurikulum dan akreditasi untuk optimalisasi implementasi kurikulum merdeka di sekolah.

Kata kunci: Persepsi guru, Kurikulum Merdeka, Peluang dan Tantangan

ABSTRACT

BIOLOGY TEACHERS' PERCEPTIONS OF THE CHALLENGES AND OPPORTUNITIES IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN HIGH SCHOOL SCHOOLS IN YOGYAKARTA CITY

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The Merdeka Curriculum (independent curriculum) is an educational innovation that focuses on student-centered learning and teacher flexibility, aiming to improve the quality of education in accordance with Ministerial Regulation No. 5 of 2022. However, its implementation faces challenges such as teacher readiness, infrastructure, and administrative burdens. This study aims to analyze high school teachers' perceptions regarding the challenges of implementing the Merdeka Curriculum, identify opportunities perceived by teachers, and analyze the factors influencing these perceptions.

This research is a qualitative descriptive case study conducted with five high school biology teachers in Yogyakarta City. The results indicate that teachers understand the Merdeka Curriculum concept but face technical challenges such as time constraints, managing diverse classrooms, a lack of practical facilities (including equipment and laboratory equipment), and the burden of accreditation. On the other hand, the Merdeka Curriculum opens opportunities through project-based learning that enhances student motivation and collaboration between teachers, as well as flexibility in adapting materials. Teacher perceptions are influenced by teaching experience, environmental support, and ongoing training. The results of this study conclude that ongoing support, practical training, and synchronization of curriculum and accreditation policies are necessary to optimize the implementation of the Merdeka Curriculum in schools.

Keywords: *Teacher perception, Independent Curriculum, Opportunities and Challenges*