

ABSTRAK

ANALISIS IMPLEMENTASI KURIKULUM MERDEKA DI SDN 4 TIGA

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Kurikulum Merdeka merupakan inovasi pendidikan yang dirancang untuk menjawab tantangan dunia pendidikan Indonesia pascapandemi dan ketertinggalan capaian belajar siswa. Urgensi penelitian ini didasarkan pada kebutuhan mendesak untuk mengetahui sejauh mana kesiapan dan efektivitas implementasi kurikulum tersebut di sekolah dasar. Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Merdeka di SDN 4 Tiga. Fokus penelitian meliputi proses pelaksanaan, kendala yang dihadapi, serta dampak dari penerapan kurikulum tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi, mengumpulkan data melalui observasi, wawancara, dan dokumentasi terhadap guru dan kepala sekolah. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka dilakukan melalui sosialisasi, penyusunan modul ajar, pembelajaran berbasis siswa, dan penilaian holistik. Kendala utama yang ditemukan adalah keterbatasan pemahaman guru, infrastruktur, serta dukungan orang tua. Meskipun demikian, Kurikulum Merdeka memberikan dampak positif berupa peningkatan motivasi belajar, pengembangan keterampilan abad 21, dan penguatan karakter siswa. Di sisi lain, tantangan seperti adaptasi guru, kesiapan siswa, dan kekhawatiran orang tua masih menjadi hambatan. Diperlukan pelatihan berkelanjutan, peningkatan sarana, dan kolaborasi antara sekolah, guru, serta orang tua agar implementasi Kurikulum Merdeka dapat berjalan optimal.

Kata Kunci: Kurikulum Merdeka, Implementasi, Sekolah Dasar

ABSTRACT

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The Merdeka Curriculum is an educational innovation designed to address post-pandemic challenges and learning loss among Indonesian students. The urgency of this research lies in the need to examine the readiness and effectiveness of the curriculum's implementation at the primary school level. This study aims to analyze the implementation of the Merdeka Curriculum at SDN 4 Tiga. The research focuses on the implementation process, encountered challenges, and the impact of the curriculum. This qualitative research used a phenomenological method, collecting data through observations, interviews, and documentation involving teachers and the principal. The results show that the Merdeka Curriculum was implemented through socialization, preparation of teaching modules, student-centered learning, and holistic assessment. The main challenges were limited teacher understanding, inadequate infrastructure, and lack of parental support. Nevertheless, the curriculum had a positive impact by increasing student motivation, developing 21st-century skills, and strengthening student character. However, issues such as teacher adaptation, student readiness, and parental concerns remain obstacles. Continuous training, infrastructure improvement, and collaboration among schools, teachers, and parents are needed for optimal implementation of the Merdeka Curriculum.

Keywords: *Merdeka Curriculum, Implementation, Primary School*

