

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pemahaman guru terhadap implementasi Kurikulum Merdeka Belajar di dalam kelas. Kurikulum Merdeka Belajar merupakan kebijakan pendidikan baru yang menekankan pada fleksibilitas pembelajaran, pengembangan karakter, dan peningkatan kompetensi siswa sesuai dengan kebutuhan individu. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data diperoleh melalui wawancara mendalam, observasi kelas, dan analisis dokumen seperti Rencana Pelaksanaan Pembelajaran (RPP).

Hasil penelitian menunjukkan bahwa tingkat pemahaman guru terhadap Kurikulum Merdeka bervariasi, tergantung pada latar belakang pendidikan, pelatihan yang diikuti, serta pengalaman mengajar. Sebagian besar guru memahami prinsip dasar kurikulum ini, seperti pembelajaran yang berpusat pada siswa, namun menghadapi tantangan dalam implementasi, seperti keterbatasan sumber daya dan waktu. Studi ini menyarankan perlunya pelatihan berkelanjutan, pendampingan, serta penguatan komunikasi antara guru dan pihak sekolah untuk mendukung penerapan Kurikulum Merdeka secara optimal.

Kata kunci: Kurikulum Merdeka Belajar, pemahaman guru, implementasi, pembelajaran di kelas, pendidikan

ABSTRACT

This study aims to analyze teachers' understanding of the implementation of the Independent Learning Curriculum in the classroom. The Independent Learning Curriculum is a new education policy that emphasizes learning flexibility, character development, and improving student competencies according to individual needs. This study uses a qualitative approach with a case study method. Data were obtained through in-depth interviews, classroom observations, and document analysis such as the Learning Implementation Plan (RPP).

The results of the study show that the level of teachers' understanding of the Independent Curriculum varies, depending on their educational background, training attended, and teaching experience. Most teachers understand the basic principles of this curriculum, such as student-centered learning, but face challenges in implementation, such as limited resources and time. This study suggests the need for ongoing training, mentoring, and strengthening communication between teachers and schools to support the optimal implementation of the Independent Curriculum.

Keywords: Independent Learning Curriculum, teacher understanding, implementation, classroom learning, education