

Ritmatul Fightiyah. 2025. *Analisis Tujuan Pembelajaran Kurikulum Merdeka Mata Pelajaran Pendidikan Pancasila Kelas IV SDN Ketapang Barat 1*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Fachrur Rozie, S.Pd., M.Pd.

ABSTRAK

Penelitian ini menganalisis tingkat kesesuaian Tujuan Pembelajaran yang dirumuskan guru kelas IV pada mata pelajaran Pendidikan Pancasila di SDN Ketapang Barat 1 dalam implementasi Kurikulum Merdeka. Latar belakang penelitian didasarkan pada kendala yang dihadapi guru, khususnya kebingungan dalam merumuskan Tujuan Pembelajaran yang spesifik dan terukur serta menganalisis Capaian Pembelajaran terbaru (Keputusan Kepala BSKAP No. 046 Tahun 2025). Penelitian ini bertujuan untuk mengetahui tingkat kesesuaian antara Tujuan Pembelajaran yang dirumuskan guru dengan kerangka Kurikulum Merdeka. Metode yang digunakan adalah kualitatif deskriptif, dengan analisis data melalui teknik triangulasi (membandingkan dan mengecek hasil wawancara, observasi, dan dokumentasi) perencanaan pembelajaran. Hasil penelitian dan kesimpulan menunjukkan bahwa Tujuan Pembelajaran yang dirumuskan guru memiliki keselarasan yang tinggi dengan Capaian Pembelajaran Fase B Kurikulum Merdeka dan dinilai kuat, jelas, spesifik, dan terukur melalui sistem asesmen yang komprehensif. Namun, ditemukan kesenjangan implementasi karakter, di mana Tujuan Pembelajaran dan kegiatan inti lebih berfokus pada kompetensi kognitif dan perilaku konkret, sehingga dimensi Profil Pelajar Pancasila tidak terintegrasi secara eksplisit. Selain itu, dokumentasi proses adaptif, seperti asesmen diagnostik awal dan riwayat penyesuaian Tujuan Pembelajaran, masih lemah. Meskipun perencanaan pembelajaran efektif, perlu penguatan pada integrasi eksplisit karakter Profil Pelajar Pancasila dan pendokumentasian adaptif.

Kata Kunci: Tujuan Pembelajaran, Kurikulum Merdeka, Pendidikan Pancasila, Analisis Kesesuaian, Capaian Pembelajaran.

Ritmatul Fightiyah. 2025. Analysis of Learning Objectives in the Merdeka Curriculum for Pancasila Education Subject for Grade IV at SDN Ketapang Barat 1. Thesis, Elementary School Teacher Education Study Program, Faculty of Education, Trunodjoyo Madura University. Fachrur Rozie, S.Pd., M.Pd.

ABSTRACT

This study analyzes the level of alignment of the Learning Objectives formulated by fourth-grade teachers in the Pancasila Education subject at Ketapang Barat 1 Elementary School with the implementation of the Independent Curriculum. The background of the research is based on challenges faced by teachers, particularly confusion in formulating specific and measurable Learning Objectives and analyzing the latest Learning Achievements (Head of BSKAP Decree No. 046 of 2025). This study aims to determine the level of alignment between the Learning Objectives formulated by teachers and the framework of the Independent Curriculum. The method used is descriptive qualitative, with data analysis conducted through triangulation techniques (comparing and verifying the results of interviews, observations, and documentation) in lesson planning. The research results and conclusions indicate that the Learning Objectives formulated by the teacher are highly aligned with the Phase B Learning Outcomes of the Merdeka Curriculum and are assessed as strong, clear, specific, and measurable through a comprehensive assessment system. However, a gap in character implementation was found, where the Learning Objectives and core activities focus more on cognitive competencies and concrete behaviors, causing the Pancasila Student Profile dimensions not to be explicitly integrated. Additionally, the documentation of adaptive processes, such as initial diagnostic assessments and the history of Learning Objective adjustments, remains weak. Although the learning planning is effective, there is a need to strengthen the explicit integration of Pancasila Student Profile character and adaptive documentation.

Keywords: Learning Objectives, Independent Curriculum, Pancasila Education, Suitability Analysis, Learning Outcomes