

ABSTRAK

PERSEPSI GURU TERHADAP IMPLEMENTASI KURIKULUM MERDEKA DI SMA NEGERI 1 RAMAN UTARA

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Perubahan terhadap kurikulum merdeka menimbulkan persepsi positif dan negatif di kalangan guru. Secara positif kurikulum merdeka dapat mendekatkan pada orientasi individu sesuai pada kebutuhan belajarnya. Namun di sisi lainnya menimbulkan spekulasi yang berdampak pada pandangan negatif yakni kurikulum merdeka menimbulkan kesulitan dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui persepsi guru terhadap implementasi kurikulum merdeka di SMA Negeri 1 Raman Utara. Jenis Penelitian yang digunakan adalah penelitian deskriptif kualitatif dengan menggunakan wawancara, observasi dan dokumentasi. Penting penelitian ini dilakukan untuk memberikan informasi terhadap implementasi kurikulum merdeka.

Berdasarkan hasil penelitian yang dilakukan di SMA Negeri 1 Raman Utara dapat diperoleh informasi bahwa tema yang ditetapkan pada kegiatan P5 adalah suara demokrasi, kearifan lokal dan kewirausahaan yakni membuat sulaman tapis dan eksplorasi jenis makanan sebagai kearifan lokal. Kegiatan ini dilaksanakan dengan melakukan perencanaan terlebih dahulu, pelaksanaan dan evaluasi kegiatan. Selain itu, dapat diketahui bahwa P5 ini memberikan dampak positif terhadap karakter peserta didik seperti meningkatnya sikap tanggung jawab, mandiri, kreatif, peduli dan lain-lainnya. Selama melaksanakan penelitian diketahui terdapat faktor pendukung dan penghambat penerapan P5 yakni faktor pendukung kebijakan sekolah, kemampuan guru, fasilitas sekolah dan lingkungan belajar peserta didik. Sementara faktor penghambat berupa kesulitan guru untuk memahami program P5 keterbatasan kemampuan guru dan keterbatasan kemampuan guru.

Kata kunci : Persepsi guru, implementasi kurikulum merdeka dan faktor pendukung/penghambat.

ABSTRACT

TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT SMA NEGERI 1 RAMAN UTARA

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Changes to the Merdeka Curriculum have generated both positive and negative perceptions among teachers. On the positive side, the curriculum promotes an individual-oriented approach that aligns with students' learning needs. However, on the other hand, it has also sparked speculation leading to negative views, particularly the belief that the Merdeka Curriculum creates challenges in the learning process. The purpose of this study is to understand teachers' perceptions of the implementation of the Merdeka Curriculum at SMA Negeri 1 Raman Utara. The type of research used is descriptive qualitative research utilizing interviews, observations, and documentation. This research is important to provide information regarding the implementation of the Merdeka Curriculum. Based on the results of the research conducted at SMA Negeri 1 Raman Utara, it was found that the themes set for the P5 (Project for Strengthening Pancasila Student Profile) activities were democratic voice, local wisdom, and entrepreneurship—specifically making tapis embroidery and exploring types of food as part of local wisdom. These activities were carried out through planning, implementation, and evaluation stages. In addition, it was found that the P5 activities had a positive impact on students' character development, such as increased responsibility, independence, creativity, care for others, and other positive traits. During the research, it was identified that there were supporting and inhibiting factors in the implementation of P5. The supporting factors included school policies, teacher competence, school facilities, and the students' learning environment. Meanwhile, the inhibiting factors included teachers' difficulties in understanding the P5 program and limited teacher capabilities.

**Keywords : Teachers' perceptions, implementation of the Merdeka Curriculum,
Supporting/inhibiting factors.**