

ABSTRAK

PERSEPSI GURU SD KELAS RENDAH TERHADAP IMPLEMENTASI KURIKULUM MERDEKA

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Tujuan dari penelitian ini yaitu untuk mengetahui seberapa besar persepsi guru SD kelas rendah terhadap implementasi kurikulum merdeka. Penelitian ini dilaksanakan di Gugus Aster 2 Kecamatan Sumberejo Kabupaten Tanggamus. Persepsi dalam penelitian ini merupakan cara pandang atau pendapat guru mengenai kurikulum merdeka yang tengah dilaksanakan dalam pembelajaran di Indonesia. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan teknik pengumpulan data menggunakan kuesioner atau angket berupa 57 pernyataan yang disebarkan ke responden, dengan instrumen penelitian menggunakan skala likert. Populasi penelitian ini adalah guru kelas rendah kelas 1-3 yaitu guru PAI, PJOK, Bahasa Lampung dan Bahasa Inggris yang mengajar di kelas rendah. Teknik pengambilan sampel menggunakan *total sampling* berjumlah 42 guru. Hasil analisis penelitian diketahui bahwa secara keseluruhan persepsi guru SD kelas rendah terhadap penerapan kurikulum merdeka dalam kategori sangat positif sebesar 19%, kategori positif sebesar 41%, kategori kurang positif 26% dan dalam kategori negatif sebesar 14%.

Kata Kunci: Persepsi, Guru, Implementasi Kurikulum Merdeka

ABSTRACT

THE PERCEPTION OF LOWER GRADE PRIMARY SCHOOL TEACHER TOWARDS THE IMPLEMENTATION OF INDEPENDENT CURRICULUM

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The aim of this research was to determine the extent of lower elementary school teachers perceptions regarding the implementation of the independent curriculum. This study was conducted in Aster 2 Cluster, Sumberejo Subdistrict, Tanggamus Regency. Perception in this research referred to teachers viewpoints or opinions on the independent curriculum being implemented in Indonesian education. This research was a quantitative descriptive method, with data collected through questionnaires consisting of 57 statements distributed to respondents. The research instrument used a likert scale. The study population were lower elementary school teachers grades 1-3 as well as Islamic Religious Education, Physical Education, Lampung Language, and English teachers who teach in lower elementary grades. The sampling technique used total sampling, involving 42 teachers. The results of the analysis indicated that overall, lower elementary school teachers' perceptions of the independent curriculum implementation fall into the following categories: very positive (19%), positive (41%), less positive (26%), and negative (14%).

Keyword: Independent Curriculum Implementation, Perception, Teacher