

ABSTRAK

ANALISIS KEMAMPUAN *TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE* (TPACK) PENDIDIK TERHADAP IMPLEMENTASI KURIKULUM MERDEKA DI SD NEGERI 1 METRO PUSAT

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Pendidik dituntut profesional serta mampu mengintegrasikan *Technological Pedagogical and Content Knowledge* (TPACK) seiring penerapan Kurikulum Merdeka di era digital, penerapan TPACK oleh pendidik belum merata, sehingga diperlukan analisis mendalam terhadap kemampuan TPACK pendidik dalam mengimplementasikan Kurikulum Merdeka. Penelitian ini bertujuan untuk menganalisis kemampuan *Technological Pedagogical and Content Knowledge* (TPACK) pendidik dan faktor pendukung dan penghambat dalam implementasi Kurikulum Merdeka di SD Negeri 1 Metro Pusat. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian meliputi pendidik dan peserta didik kelas IV dan V. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendidik di SD Negeri 1 Metro Pusat telah memiliki kemampuan TPACK yang cukup baik, melalui teknologi pembelajaran, penerapan strategi pedagogik yang variatif, serta penguasaan materi ajar yang relevan dengan kebutuhan peserta didik. Hal ini didukung dengan beberapa faktor yaitu keleluasaan bagi pendidik dalam penggunaan metode ajar, pelatihan yang diterima oleh pendidik, dan kerjasama serta kolaborasi yang dilakukan antar pendidik. Meskipun terdapat beberapa faktor pendukung, terdapat beberapa faktor penghambat yang menjadi kendala dalam penerapan TPACK berupa keterbatasan waktu dalam tahap perencanaan metode ajar, perbedaan tingkat pemahaman pendidik, serta keterbatasan sarana dan prasarana pendukung. Berdasarkan dengan perspektif peserta didik, pembelajaran dirasakan lebih menarik, interaktif, dan memberikan ruang bagi keaktifan serta kemandirian belajar.

Kata Kunci: Implementasi kurikulum merdeka, pembelajaran, pendidik, TPACK

ABSTRACT

ANALYSIS OF TEACHER'S TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) IN THE IMPLEMENTATION OF THE MERDEKA CURRICULUM AT SD NEGERI 1 METRO PUSAT

By

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Teachers are required to be professional and capable of integrating Technological Pedagogical and Content Knowledge (TPACK) in line with the implementation of the Merdeka Curriculum in the digital era; however, the application of TPACK among educators has not been evenly implemented, necessitating an in-depth analysis of educators' TPACK capabilities. This study aims to analyze educators' Technological Pedagogical and Content Knowledge (TPACK) and to identify the supporting and inhibiting factors in the implementation of the Merdeka Curriculum at SD Negeri 1 Metro Pusat. This research employed a qualitative approach using a descriptive method. The research subjects consisted of educators and fourth- and fifth-grade students. Data were collected through interviews, observations, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results indicate that educators at SD Negeri 1 Metro Pusat possess fairly good TPACK capabilities, as reflected in the use of instructional technology, the application of varied pedagogical strategies, and mastery of subject matter relevant to students' needs. These capabilities are supported by flexibility in the use of teaching methods, professional training received by educators, and collaboration among educators. Despite these supporting factors, several inhibiting factors were identified, including limited time for instructional planning, differences in educators' levels of understanding, and limited supporting facilities and infrastructure. From the students' perspective, learning was perceived as more engaging, interactive, and supportive of active and independent learning.

Keywords: Implementation of independent curriculum, learning, teacher, TPACK