

PEMBELAJARAN SENI RUPA DALAM IMPLEMENTASI KURIKULUM MERDEKA BELAJAR: STUDI KASUS DI SDN 1 SUDAJI

Oleh

Allyce Win, NIM 2012031011

Program Studi Pendidikan Seni Rupa

ABSTRAK

Penelitian Pembelajaran Seni Rupa dalam Implementasi Kurikulum Merdeka Belajar: Studi Kasus di SDN 1 Sudaji ini bertujuan untuk menggambarkan hasil kegiatan pembelajaran Seni Rupa dengan menggunakan kurikulum Merdeka Belajar di SDN 1 Sudaji. Perencanaan pembelajaran dilakukan melalui penyusunan modul ajar oleh guru mata pelajaran terkait. Pelaksanaan pembelajaran dirancang dengan lingkungan interaktif, inspiratif, dan menyenangkan, yang membangkitkan semangat belajar, memberikan ruang bagi prakarsa, memberikan keteladanan dengan menerapkan model pembelajaran Quantum Learning, Role Playing, dan Integrated Learning. Pendekatan ini merujuk pada poin penilaian, termasuk performance assessment, formatif, dan sumatif pada setiap pertemuan pembelajaran. Temuan dari penelitian ini dapat memberikan wawasan terhadap efektivitas kurikulum Merdeka Belajar dalam konteks pembelajaran Seni Rupa, memberikan pandangan terkait metode pengajaran yang berhasil, dan mengevaluasi dampak implementasi kurikulum tersebut terhadap peningkatan pemahaman dan partisipasi siswa di bidang Seni Rupa.

Kata kunci: Pembelajaran, Seni Rupa, Kurikulum Merdeka

ABSTRACT

This research documents the results of Visual Arts learning activities using the Merdeka Belajar curriculum at SDN 1 Sudaji. Lesson planning is conducted through the development of teaching modules by the subject teacher. The implementation of the learning process is designed with an interactive, inspirational, and enjoyable environment, aiming to stimulate learning enthusiasm, provide space for initiatives, set examples, and facilitate every Visual Arts lesson in the 5th grade at SDN 1 Sudaji according to the student's needs. Teachers also apply the Quantum Learning, Role Playing, and Integrated Learning teaching models. This approach refers to assessment points, including performance assessments, formative, and summative assessments in each learning

session. Evaluation is carried out by comparing the learning process with mid-semester assessments (PTS) and end-of-semester assessments (PAT) based on attendance and daily student assignments. The findings from this research can provide insights into the effectiveness of the Merdeka Belajar curriculum in the context of Visual Arts education, offer perspectives on successful teaching methods, and evaluate the impact of curriculum implementation on enhancing understanding and student participation in the field of Visual Arts.

Keywords : *Learning, Visual Arts, Merdeka Curriculum*

