

**KOMPETENSI GURU GEOGRAFI DALAM
MENGIMPLEMENTASIKAN KURIKULUM MERDEKA BELAJAR
PADA SMA TERAKREDITASI DI KOTA SINGARAJA**

Oleh

Ayu Desi Anna Sihombing, NIM 1914031014

Program Studi Pendidikan Geografi

ABSTRAK

Implementasi kurikulum merdeka belajar di SMA Terakreditasi di Kota Singaraja dengan tujuan untuk menganalisis bagaimana proses implementasi kurikulum merdeka belajar, pemahaman, dan kompetensi. Untuk menjawab tujuan di atas dilaksanakan penelitian pada SMA di Kota Singaraja dengan menggunakan rancangan penelitian deskriptif. Data dikumpulkan melalui Angket dan pencatatan dokumen. Hasil Penelitian ini menunjukkan Penelitian mengenai kompetensi guru geografi dalam mengimplementasikan Kurikulum Merdeka di SMA terakreditasi unggul di Kota Singaraja menunjukkan hasil yang variatif tetapi umumnya berada dalam kategori baik. Berdasarkan data yang diperoleh, nilai pemahaman guru terhadap Kurikulum Merdeka berkisar antara 62,91 hingga 77,5, dengan rata-rata 67,58 dan standar deviasi 6,14. Nilai ini menunjukkan adanya variasi dalam tingkat pemahaman antar sekolah, namun secara keseluruhan, pemahaman guru dapat dikategorikan baik. Kompetensi guru dalam merencanakan pembelajaran geografi menunjukkan nilai berkisar antara 67,27 hingga 76, dengan rata-rata 72,04 dan standar deviasi 4,22. Hasil ini mengindikasikan bahwa meskipun ada variasi, kompetensi guru dalam merencanakan pembelajaran geografi juga tergolong baik. Guru-guru di SMA terakreditasi unggul di Kota Singaraja menunjukkan pemahaman yang baik mengenai prinsip-prinsip Kurikulum Merdeka dan kemampuan dalam merencanakan pembelajaran.

Dalam hal pengimplementasian pembelajaran geografi, nilai pemahaman guru berkisar antara 65 hingga 80, dengan rata-rata 72,33 dan standar deviasi 5,60. Ini menunjukkan bahwa pemahaman guru terhadap implementasi Kurikulum Merdeka juga berada dalam kategori baik, meskipun terdapat variasi yang signifikan antara sekolah-sekolah yang diteliti.

Kata Kunci: Implementasi, Kurikulum, Merdeka Belajar.

GEOGRAPHY TEACHERS' COMPETENCE IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM AT ACCREDITED HIGH SCHOOLS IN SINGARAJA CITY

By

Ayu Desi Anna Sihombing, Student 1914031014

Geography Education Study Program

ABSTRACT

The implementation of the independent learning curriculum at Accredited High Schools in Singaraja City with the aim of analyzing how the implementation process of the independent learning curriculum, understanding, and competence is carried out. To answer the above objectives, research was carried out on high schools in Singaraja City using a descriptive research design. Data is collected through questionnaires and document recording. The results of this study show that the research on the competence of geography teachers in implementing the Independent Curriculum in superior accredited high schools in Singaraja City shows varied results but is generally in the good category. Based on the data obtained, the teacher's understanding of the Independent Curriculum ranged from 62.91 to 77.5, with an average of 67.58 and a standard deviation of 6.14. This value shows that there is a variation in the level of understanding between schools, but overall, teachers' understanding can be categorized as good. The teacher's competence in planning geography learning showed a score ranging from 67.27 to 76, with an average of 72.04 and a standard deviation of 4.22. These results indicate that although there are variations, teachers' competence in planning geography learning is also relatively good. Teachers at Superior Accredited High Schools in Singaraja City show a good understanding of the principles of the Independent Curriculum and the ability to plan lessons.

In terms of the implementation of geography learning, the teacher's comprehension score ranged from 65 to 80, with an average of 72.33 and a standard deviation of 5.60. This shows that teachers' understanding of the implementation of the Independent Curriculum is also in the good category, although there is a significant variation between the schools studied.

Kata Kunci: Implementation, Curriculum, Independence in learning.