

**STUDI KASUS TINGKAT PEMAHAMAN DAN KESIAPAN GURU TBSM
SMK NEGERI 1 GEROKGAK TERHADAP IMPLEMENTASI
PEMBELAJARAN BERDIFERENSIASI**

Oleh

I Made Dwi Aditya Prayoga, NIM 2115071016

Program Studi Pendidikan Teknik Mesin

ABSTRAK

Penelitian Penelitian ini bertujuan untuk mengetahui implementasi pembelajaran diferensiasi pada mata pelajaran otomotif di SMK Negeri 1 Gerokgak dan memetakan tingkat pengetahuan dan kesiapan guru Teknik Motor (Teknik Mesin dan Teknologi) dalam penerapannya. Lebih lanjut, penelitian ini mengidentifikasi faktor pendukung dan penghambat yang muncul selama proses implementasi Kurikulum Merdeka. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi lapangan, studi dokumentasi, dan wawancara mendalam dengan informan, termasuk Wakil Kepala Sekolah Bidang Kurikulum dan guru mata pelajaran Teknik Mesin dan Teknologi di SMK Negeri 1 Gerokgak. Analisis data dilakukan secara induktif melalui reduksi data, penyajian data, dan penarikan kesimpulan untuk memberikan gambaran holistik tentang fenomena yang diteliti. Hasil penelitian menunjukkan bahwa: (1) Guru Teknik Mesin dan Teknologi memiliki pemahaman filosofis yang baik tentang keragaman siswa, sebagaimana dibuktikan dengan penggunaan asesmen diagnostik; namun, implementasi lapangan masih parsial. Strategi diferensiasi diterapkan secara efektif selama sesi teori, namun menghadapi dilema dalam sesi praktik bengkel karena kekakuan Prosedur Operasi Standar (SOP) teknis. (2) Faktor pendukung utama meliputi kebijakan penjadwalan blok sekolah dan motivasi siswa yang positif akibat peningkatan perhatian pribadi. (3) Faktor penghambat penting meliputi rasio peralatan bengkel yang terbatas terhadap jumlah siswa, kompleksitas persiapan materi untuk pengajaran tunggal, dan akses terbatas terhadap media simulasi animasi otomotif tingkat lanjut. Berdasarkan temuan ini, disarankan untuk memperkuat kolaborasi guru melalui pengajaran tim dan pengembangan kolektif media pembelajaran digital dalam kerangka MGMP untuk mengoptimalkan diferensiasi konten dan proses.

Kata-kata kunci: pembelajaran berdiferensiasi, kesiapan guru, pendidikan vokasi, TBSM, Kurikulum Merdeka.

STUDY CASE OF KNOWLEDGE LEVEL AND READINESS OF MOTORCYCLE ENGINEERING TEACHERS AT SMK NEGERI 1 GEROKGAK TOWARDS THE IMPLEMENTATION OF DIFFERENTIATED LEARNING

By

I Made Dwi Aditya Prayoga, NIM 2115071016

Mechanical Engineering Education Study Program

ABSTRACT

This research aims to determine the implementation of differentiated learning in automotive subjects at SMK Negeri 1 Gerokgak and to map the level of knowledge and readiness of Motorcycle Engineering (TBSM) teachers in its application. Furthermore, this study identifies the supporting and inhibiting factors that emerge during the implementation process of the Merdeka Curriculum. The research method employed is descriptive qualitative with a case study approach. Data were collected through field observations, documentation studies, and in-depth interviews with informants, including the Vice Principal of Curriculum and TBSM subject teachers at SMK Negeri 1 Gerokgak. Data analysis was conducted inductively through data reduction, data display, and conclusion drawing to provide a holistic overview of the phenomenon studied. The results indicate that: (1) TBSM teachers possess a good philosophical understanding of student diversity, as evidenced by the use of diagnostic assessments; however, field implementation remains partial. Differentiated strategies are effectively applied during theoretical sessions, yet face dilemmas in practical workshop sessions due to the rigidity of technical Standard Operating Procedures (SOP). (2) Main supporting factors include the school's block scheduling policy and positive student motivation resulting from increased personal attention. (3) Crucial inhibiting factors include the limited ratio of workshop equipment to the number of students, the complexity of material preparation for single teaching, and limited access to advanced automotive animation simulation media. Based on these findings, it is recommended to strengthen teacher collaboration through team teaching and the collective development of digital learning media within the MGMP framework to optimize content and process differentiation.

Keywords: differentiated learning, teacher readiness, vocational education, TBSM, Merdeka Curriculum.