

PROBLEMATIKA DAN SOLUSI DALAM PENERAPAN KURIKULUM MERDEKA DI SMA NEGERI 3 SINGARAJA

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji implementasi Kurikulum Merdeka pada aspek perencanaan, pelaksanaan, dan penilaian pembelajaran, mengetahui problematika yang muncul dalam penerapannya ditinjau dari aspek guru, peserta didik, serta sarana dan prasarana, serta mengetahui strategi dan solusi yang dikembangkan oleh pihak sekolah dalam mengatasi problematika tersebut di SMA Negeri 3 Singaraja. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Subjek penelitian terdiri atas kepala sekolah, wakil kepala sekolah bidang kurikulum, guru mata pelajaran, dan 30 peserta didik yang dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Data dianalisis menggunakan model analisis interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, interpretasi data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi metode, triangulasi data, triangulasi sumber, dan triangulasi teori. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka pada aspek perencanaan, pelaksanaan, dan penilaian pembelajaran di SMA Negeri 3 Singaraja berada pada kategori Sangat Baik dengan perolehan nilai 87. Problematika yang dihadapi meliputi kesulitan guru dalam menerapkan pembelajaran berdiferensiasi, pengelolaan waktu pembelajaran, dan pengembangan media pembelajaran berbasis teknologi, peserta didik yang masih pasif, kurang percaya diri, serta belum terbiasa belajar mandiri, dan keterbatasan dalam pemanfaatan sarana dan prasarana pembelajaran berbasis proyek. Strategi dan solusi yang dilakukan sekolah meliputi peningkatan kompetensi guru melalui pelatihan, workshop, dan MGMP, pengembangan pembelajaran yang lebih aktif dan inovatif, pendampingan kepada peserta didik, serta optimalisasi pemanfaatan sarana dan prasarana sekolah.

Kata Kunci: *Implementasi Kurikulum Merdeka, Problematika Pembelajaran, Strategi dan Solusi, Pembelajaran Geografi*

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ABSTRACT

This study aims to examine the implementation of the Merdeka Curriculum in terms of lesson planning, learning implementation, and learning assessment; identify the problems arising from its implementation from the perspectives of teachers, students, and educational facilities and infrastructure; and examine the strategies and solutions developed by the school to address these problems at SMA Negeri 3 Singaraja. This study employed a descriptive method with a qualitative approach. The research subjects consisted of the principal, the vice principal for curriculum affairs, subject teachers, and 30 students selected using purposive sampling. Data were collected through interviews, observations, and documentation. The data were analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data display, data interpretation, and conclusion drawing. Data validity was established through method triangulation, data triangulation, source triangulation, and theory triangulation. The results showed that the implementation of the Merdeka Curriculum in terms of lesson planning, learning implementation, and learning assessment at SMA Negeri 3 Singaraja was categorized as Very Good, with a score of 87. The problems encountered included teachers' difficulties in implementing differentiated learning, managing instructional time, and developing technology-based learning media; students' passivity, lack of self-confidence, and limited familiarity with independent learning; as well as limitations in utilizing project-based learning facilities and infrastructure. The strategies and solutions implemented by the school included improving teachers' competencies through training, workshops, and Subject Teacher Working Groups (MGMP), developing more active and innovative learning practices, providing guidance and support to students, and optimizing the utilization of school facilities and infrastructure.

Keywords: Merdeka Curriculum Implementation, Learning Problems, Strategies and Solutions, Geography Learning