

ABSTRAK

Zebua, Jefri Memori 2025, Analisis Kesulitan Guru Mata Pelajaran Dalam Implementasi Kurikulum Merdeka Belajar Di Kelas VIII SMP Negeri 2 Hiliduho T.P 2024/2025, Skripsi, Pembimbing. Wahyutra Adilman Telaumbanua, S.Pd.M.-Pd.E

Keberhasilan implementasi kurikulum ditentukan oleh pemahaman terhadap konten kurikulum, kesiapan guru dalam perencanaan dan pelaksanaan pembelajaran, serta dukungan pelatihan dan sumber daya sekolah. dalam konteks kurikulum merdeka, guru dituntut untuk lebih mandiri dalam menyusun pembelajaran, menerapkan pembelajaran berdiferensiasi, dan melaksanakan proyek profil pelajar pancasila (P5).

Tujuan dari penelitian ini adalah untuk mendeskripsikan kesulitan guru dalam memahami prinsip dan konsep dasar kurikulum merdeka, untuk menganalisis hambatan guru dalam merancang pembelajaran dengan pendekatan kurikulum merdeka, untuk mengidentifikasi tantangan yang dihadapi guru dalam melaksanakan pembelajaran berdiferensiasi dan proyek P5, untuk menjelaskan kesulitan guru dalam melakukan asesmen formatif dan sumatif berdasarkan capaian pembelajaran, untuk mengungkapkan peran sarana, prasarana, dan dukungan lingkungan sekolah dalam mendukung atau hambatan implementasi kurikulum merdeka. Penelitian ini menggunakan metode penelitian deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data yaitu melalui Observasi, Wawancara, Dokumentasi.

Berdasarkan hasil penelitian bahwa kesulitan guru mata pelajaran dalam implementasi kurikulum merdeka adalah kesulitan pemahaman konsep kurikulum merdeka, tantangan dalam perencanaan dan pelaksanaan pembelajaran, asesmen yang belum optimal, faktor eksternal yang mempengaruhi implementasi.

Kata Kunci : Kesulitan Guru Mata Pelajaran, Implementasi Kurikulum Merdeka.

ABSTRACT

Zebua, Jefri Memori 2025, Analysis of subject Teachers' Difficulties in Implementing the Independent Learning Curriculum in Class VIII of SMP Negeri 2 Hiliduho Academic Year 2024/2025, Thesis, Advisor. Wahyutra Adilman Telaumbanua, S.Pd.M.Pd.E

The successful implementation of a curriculum is determined by a thorough understanding of its content, the readiness of teachers in planning and delivering instruction, as well as the support provided through training and school resources. In the context of the *Kurikulum Merdeka* (Independent Curriculum), teachers are required to be more independent in designing learning activities, applying differentiated instruction, and carrying out *Projek Penguatan Profil Pelajar Pancasila* (P5).

The objectives of this research are: To describe teachers' difficulties in understanding the principles and basic concepts of the merdeka curriculum, To analyze teachers' obstacles in designing learning with the merdeka curriculum approach, To identify the challenges faced by teachers in implementing differentiated learning and project P5, To expliant teachers' difficulties in conducting informative and summative assessments based on learning outcomes, To reveal the role of facilities, infrastructure, and school environment support in supporting or hindering the implementation of the merdeka curriculum. This research uses a descriptive research method with a qualitative approach. Data collection techniques include: Observation, Interviews, Documentation.

Based on research findings, subject teachers face several challenges in implementing the *Kurikulum Merdeka*. These include difficulties in understanding the core concepts of the curriculum, challenges in planning and delivering instruction, suboptimal assessment practices, and external factors that affect the implementation process.

Keywords: Difficulties of Social Studies Teachers, Implementation of the Independent Curriculum.