

ABSTRAK

Zendrato, Dedy Rahmat, 212117013, Analisis Kesulitan Guru Matematika dalam Penerapan Pembelajaran Berdiferensiasi pada Implementasi Kurikulum Merdeka di SMA Negeri 3 Gunungsitoli. Skripsi. Pembimbing Yakin Niat Telaumbanua, M. Pd.

Hasil studi pendahuluan di SMA Negeri 3 Gunungsitoli menunjukkan bahwa pembelajaran berdiferensiasi telah dilaksanakan, namun belum sepenuhnya diterapkan pada setiap proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan penerapan pembelajaran berdiferensiasi yang telah dilakukan serta menganalisis kesulitan yang dialami guru matematika beserta faktor-faktor yang memengaruhinya dalam implementasi Kurikulum Merdeka di SMA Negeri 3 Gunungsitoli. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap lima guru matematika sebagai informan. Hasil penelitian menunjukkan bahwa guru matematika telah mulai menerapkan strategi pembelajaran berdiferensiasi di kelas, namun belum optimal pada aspek konten, proses, dan produk. Kesulitan yang dihadapi guru meliputi kendala manajemen waktu, keragaman gaya belajar siswa, dan perencanaan asesmen diagnostik awal. Faktor yang memengaruhi kesulitan tersebut antara lain keterbatasan fasilitas, kurangnya kesiapan guru, serta minimnya pelatihan dari pihak sekolah. Penelitian ini diharapkan dapat menjadi bahan evaluasi dan pertimbangan bagi guru maupun pihak sekolah dalam meningkatkan efektivitas pelaksanaan pembelajaran berdiferensiasi, serta menjadi referensi bagi penelitian selanjutnya terkait implementasi Kurikulum Merdeka.

Kata Kunci: Kesulitan Guru, Pembelajaran Berdiferensiasi, Kurikulum Merdeka, Matematika.

ABSTRACT

Zendrato, Dedy Rahmat, 212117013, An Analysis of Mathematics Teachers' Difficulties in Implementing Differentiated Instruction in the Merdeka Curriculum at SMA Negeri 3 Gunungsitoli. Thesis. Advisor: Yakin Niat Telaumbanua, M.Pd.

Preliminary studies at SMA Negeri 3 Gunungsitoli indicate that differentiated instruction has been implemented, but not yet fully applied in every learning process. This study aims to describe the implementation of differentiated instruction that has been carried out and to analyze the difficulties experienced by mathematics teachers, along with the factors influencing these difficulties, in the implementation of the Merdeka Curriculum at SMA Negeri 3 Gunungsitoli. This research employed a qualitative approach with a descriptive research design. Data were collected through interviews, classroom observations, and documentation involving five mathematics teachers as informants. The findings reveal that mathematics teachers have begun to apply differentiated instructional strategies in the classroom, yet the implementation has not been optimal in terms of content, process, and product. The difficulties encountered include time management constraints, diverse student learning styles, and the planning of initial diagnostic assessments. The factors influencing these difficulties include limited facilities, insufficient teacher preparedness, and a lack of training provided by the school. This study is expected to serve as an evaluation and consideration for teachers and schools to improve the effectiveness of differentiated instruction, as well as a reference for future research related to the implementation of the Merdeka Curriculum.

Keywords: *Teacher Difficulties, Differentiated Instruction, Merdeka Curriculum, Mathematics.*