

ABSTRAK

Telaumbanua, Merniwati. 2025. *Analisis Kesulitan Belajar Peserta Didik Dalam Implementasi Kurikulum Merdeka*. Pembimbing: Drs. Desman Telaumbanua, M.Pd.

Penelitian ini dilatar belakangi oleh peserta didik mengalami kesulitan belajar dalam memahami materi pelajaran IPA yang telah berbeda dari kurikulum sebelumnya, sebab materi yang diajarkan dalam Kurikulum Merdeka memiliki pendekatan yang berbeda, sehingga peserta didik membutuhkan waktu untuk menyesuaikan diri. Tujuan penelitian ini yaitu: (1) Untuk mengetahui kesulitan belajar yang dialami peserta didik dalam implementasi Kurikulum Merdeka di SMP Negeri 1 Ma'u, (2) Untuk mengetahui faktor-faktor yang menyebabkan kesulitan belajar peserta didik dalam implementasi Kurikulum Merdeka di SMP Negeri 1 Ma'u. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif. Subjek penelitian yaitu peserta didik kelas VIII dengan jumlahnya sebanyak 52 orang. Instrumen penelitian yang digunakan, yaitu: (1) Lembar observasi pembelajaran, (2) Lembar angket kesulitan belajar, (3) Lembar panduan wawancara. Hasil penelitian: (1) Sesuai hasil angket kesulitan belajar peserta didik, diketahui bahwa pada Indikator 1 tentang "proses pembelajaran" diperoleh persentasenya sebesar 76,77% tergolong dengan kriteria sedang, Indikator 2 tentang "motivasi & minat belajar" diperoleh persentasenya sebesar 78,69% tergolong dengan kriteria sedang, Indikator 3 tentang "memahami konsep baru" diperoleh persentasenya sebesar 69,62% tergolong dengan kriteria sedang, Indikator 4 tentang "metode pembelajaran" diperoleh persentasenya sebesar 72,69% tergolong dengan kriteria sedang. (2) Faktor-faktor yang menyebabkan kesulitan belajar peserta didik dalam penerapan kurikulum merdeka pada pembelajaran IPA di SMP Negeri 1 Ma'u disebabkan oleh faktor perhatian peserta didik, faktor motivasi dan minat belajar, faktor metode mengajar guru, faktor ketersediaan sarana dan prasarana. (3) Kesulitan belajar peserta didik yang paling tinggi yaitu faktor kesulitan mengikuti pembelajaran P5 dengan persentase 89,23% tergolong tinggi, faktor tidak bersemangat mengikuti pelajaran IPA dengan persentase 89,62% tergolong tinggi, dan kurang termotivasi untuk belajar IPA dengan persentase 84,62% tergolong tinggi. (4) Kesulitan belajar peserta didik dipengaruhi oleh faktor eksternal berasal dari lingkungan, keluarga, sekolah sedangkan faktor internal berasal dari diri siswa seperti minat, motivasi, kemampuan belajar. Namun, faktor yang lebih dominan penyebab kesulitan belajar peserta didik yaitu faktor internal yaitu rendahnya motivasi belajar peserta didik dan rendahnya kemampuan peserta didik dalam mengikuti kegiatan pembelajaran P5.

Kata Kunci: *Kesulitan Belajar, Implementasi Kurikulum, Kurikulum Merdeka, Pembelajaran IPA*

ABSTRACT

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This research was motivated by students experiencing learning difficulties in understanding science subject matter that was different from the previous curriculum, because the material taught in the Independent Curriculum had a different approach, so students needed time to adjust. The objectives of this study were: (1) To determine the learning difficulties experienced by students in implementing the Independent Curriculum at SMP Negeri 1 Ma'u, (2) To determine the factors that cause learning difficulties for students in implementing the Independent Curriculum at SMP Negeri 1 Ma'u. The type of research used was qualitative research with a descriptive approach. The subjects of the study were 52 class VIII students. The research instruments used were: (1) Learning observation sheets, (2) Learning difficulties questionnaire sheets, (3) Interview guide sheets. Research results: (1) According to the results of the questionnaire on student learning difficulties, it is known that in Indicator 1 regarding the "learning process" the percentage obtained was 76,77% which is classified as moderate, Indicator 2 regarding "motivation & interest in learning" the percentage obtained was 78,69% which is classified as moderate, Indicator 3 regarding "understanding new concepts" the percentage obtained was 69,62% which is classified as moderate, Indicator 4 regarding "learning methods" the percentage obtained was 72,69% which is classified as moderate. (2) The factors that cause student learning difficulties in implementing the independent curriculum in science learning at SMP Negeri 1 Ma'u are caused by factors of student attention, factors of motivation and interest in learning, factors of teacher teaching methods, factors of availability of facilities and infrastructure. (3) The highest learning difficulties of students are the difficulty factor in following P5 learning with a percentage of 89,23% which is classified as high, the factor of not being enthusiastic about following science lessons with a percentage of 89,62% which is classified as high, and being less motivated to learn science with a percentage of 84,62% which is classified as high. (4) Learning difficulties of students are influenced by external factors originating from the environment, family, school while internal factors originate from the students themselves such as interest, motivation, learning ability. However, the more dominant factor causing learning difficulties of students is the internal factor, namely the low learning motivation of students and the low ability of students in following P5 learning activities.

Keywords: Learning Difficulties, Curriculum Implementation, Independent Curriculum, Science Learning