

RINGKASAN

Pendidikan berperan penting dalam kemajuan sebuah bangsa dengan mencerdaskan generasi penerusnya dan meningkatkan kompetensi sumber daya manusia. Pendidikan pada masa pandemi covid-19 mengalami kesulitan sehingga pemerintah mau tidak mau mengeluarkan kurikulum darurat yang menjadi latar belakang ditetapkannya kurikulum merdeka. SD Negeri Kalierang 02 sendiri megimplementasikan kurikulum merdeka dalam kategori mandiri berbagi. Pada kategori ini, sekolah diharapkan dapat membagikan praktik baik pelaksanaan kurikulum merdekanya kepada sekolah lain. Akan tetapi, sejak kurikulum merdeka diterapkan, SD Negeri Kalierang 02 belum dapat membagikan praktik baiknya kepada sekolah-sekolah yang berada di kabupaten Brebes. Oleh karena itu, peneliti tertarik untuk mengkaji implementasi kurikulum merdeka di SD Negeri Kalierang 02 dengan menggunakan kajian implementasi kebijakan model Edward III yang memiliki empat aspek diantaranya komunikasi, sumber daya, sikap/disposisi, dan struktur organisasi. Tujuannya adalah untuk mengkaji bagaimana pelaksanaan kurikulum merdeka pada sekolah dasar khususnya di SD Negeri Kalierang 02.

Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik wawancara dan observasi. Teknik penentuan informan menggunakan purposive sampling dengan sasaran penelitian meliputi aparat Dinas Pendidikan, Kepala Sekolah, Kepala Bidang Kurikulum, tenaga pendidik, dan Wali Murid. Metode analisis data menggunakan analisis data interaktif dari Miles & Huberman, dengan teknik validitas dan reliabilitas yang digunakan adalah triangulasi data. Hasil penelitian menunjukkan bahwa pada aspek komunikasi, sosialisasi pelaksanaan kurikulum merdeka telah dilaksanakan mulai dari tingkat pusat hingga kepada sekolah, guru, dan wali murid. Dalam aspek sumber daya, masih terdapat beberapa sarana dan prasarana yang belum tercukupi, akan tetapi dewan guru berinovasi dengan menggunakan benda-benda yang ada di sekitar agar dapat menutupi sarana dan prasarana yang tidak tersedia. Sedangkan untuk SDM, sebagian besar guru telah memiliki kompetensi yang cukup untuk melaksanakan kurikulum merdeka meskipun masih terdapat beberapa yang masih perlu diberikan arahan. Dalam aspek sikap/disposisi, baik kepala sekolah, guru, maupun wali murid menerima dengan baik adanya pelaksanaan kurikulum merdeka. Sedangkan dalam aspek struktur organisasi tugas pokok dan fungsi guru disesuaikan dengan tanggung jawabnya.

Kesimpulan penelitian ini adalah implementasi kurikulum merdeka di SD Negeri Kalierang 02 belum mencapai tingkat optimal. Beberapa temuan utama diantaranya kendala dalam sarana dan prasarana seperti perangkat teknologi, serta pentingnya modal, sarana yang memadai, dan peningkatan kompetensi guru dan kepala sekolah. Keberhasilan pelaksanaan kurikulum ini dipengaruhi oleh kerjasama antara semua pihak terkait.

Kata Kunci : Implementasi Kebijakan Publik, Kurikulum Merdeka, Kurikulum Sekolah Dasar

SUMMARY

Education plays an important role in the progress of a nation by educating the next generation and increasing the competence of human resources. Education during the Covid-19 pandemic experienced difficulties so that the government inevitably issued an emergency curriculum which became the background for the establishment of the independent curriculum. SD Negeri Kalierang 02 itself implements an independent curriculum in the independent sharing category. In this category, schools are expected to be able to share good practices in implementing their independent curriculum with other schools. However, since the independent curriculum was implemented, SD Negeri Kalierang 02 has not been able to share its good practices with schools in Brebes district. Therefore, researchers are interested in studying the implementation of the independent curriculum at SD Negeri Kalierang 02 using the Edward III model policy implementation study which has four aspects including communication, resources, attitudes/dispositions, and organizational structure. The aim is to examine how the independent curriculum is implemented in elementary schools, especially at SD Negeri Kalierang 02.

The research method used is descriptive qualitative with interview and observation techniques. The technique for determining informants used purposive sampling with the research targets including Education Service officials, School Principals, Head of Curriculum Division, teaching staff, and Student Guardians. The data analysis method uses interactive data analysis from Miles & Huberman, with the validity and reliability technique used is data triangulation. The research results show that in the communication aspect, socialization of the implementation of the independent curriculum has been carried out from the central level to schools, teachers and student guardians. In terms of resources, there are still several facilities and infrastructure that are not yet sufficient, but the teachers' council innovates by using objects that are around them to cover the facilities and infrastructure that are not available. As for human resources, the majority of teachers have sufficient competence to implement the independent curriculum, although there are still some who still need to be given direction. In terms of attitude/disposition, both school principals, teachers and student guardians accept the implementation of the independent curriculum well. Meanwhile, in the aspect of organizational structure, the main duties and functions of teachers are adjusted to their responsibilities.

The conclusion of this research is that the implementation of the independent curriculum at SD Negeri Kalierang 02 has not reached the optimal level. Some of the main findings include obstacles in facilities and infrastructure such as technological devices, as well as the importance of capital, adequate facilities, and increasing the competence of teachers and school principals. The successful implementation of this curriculum is influenced by cooperation between all related parties.

Keywords : Public Policy Implementation, Independent Curriculum, Elementary School Curriculum