

RINGKASAN

Penelitian ini bertujuan untuk menganalisis upaya yang dilakukan oleh sekolah dalam membangun sekolah responsif gender, indikator sekolah responsif gender dalam konteks pelaksanaan Kurikulum Merdeka dan tantangan yang dihadapi oleh sekolah dalam melaksanakan kurikulum tersebut.

Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan lokasi di SMA Negeri 7 Purworejo. Informan dalam penelitian ini terdiri atas kepala sekolah, wakil kepala sekolah dibidang kurikulum, sarana dan prasarana, kesiswaan, hubungan masyarakat, guru dan siswa kelas X, XI, XII. Informan tersebut dipilih melalui teknik *purposive sampling*. Metode pengumpulan data yang digunakan yaitu wawancara, observasi dan dokumentasi. Teknik validitas data yang digunakan yaitu triangulasi sumber, teknik, dan waktu. Teknik analisis data yang digunakan dalam penelitian ini yaitu model interaktif yang unsur-unsurnya meliputi pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan hal-hal sebagai berikut: *Pertama*, upaya yang dilakukan oleh sekolah dalam membangun sekolah responsif gender dalam konteks pelaksanaan Kurikulum Merdeka yang meliputi 1) sosialisasi pendidikan responsif gender; 2) melaksanakan pembelajaran berdiferensiasi; 3) penguatan kapasitas guru dan tenaga pendidik; 4) penyusunan program P5 yang sensitif gender; 5) pembentukan Tim Pencegahan dan Penanganan Kekerasan (TPPK). *Kedua*, indikator sekolah responsif gender dalam pelaksanaan Kurikulum Merdeka telah diwujudkan melalui penerapan prinsip kesetaraan dan keadilan bagi seluruh warga sekolah pada seluruh standar pendidikan. *Ketiga*, tantangan sekolah dalam melaksanakan Kurikulum Merdeka yang meliputi 1) keterbatasan waktu dan pembuatan format penilaian yang beragam; 2) terdapat guru yang telah berusia lanjut; 3) terlalu banyak perubahan kebijakan dan administrasi; 4) kurangnya kegiatan pelatihan secara *offline*; 5) kesulitan dalam menemukan bahan untuk produk kegiatan P5; 6) kurangnya solidaritas dan keaktifan antarteman dalam kegiatan P5.

Terdapat beberapa hal yang masih menjadi perhatian dan harus segera diatasi, yaitu pembelajaran berdiferensiasi, keaktifan di kelas, kesepakatan kelas, perekrutan guru dan tendik, sarana dan prasarana, pengelolaan tata usaha, penilaian kegiatan P5, penerimaan siswa baru. Rekomendasi yang dapat dijadikan sebagai acuan dan bahan perbaikan adalah penguatan pembelajaran berdiferensiasi, penciptaan ruang dialog yang humanis, perumusan kesepakatan kelas yang dialogis, peningkatan otonomi sekolah dalam pengelolaan sdm, pengelolaan sarpras yang berkeadilan, transformasi layanan administrasi sekolah, penguatan penilaian dan kolaborasi dalam kegiatan P5,

SUMMARY

This study aims to analyze the efforts made by schools in developing gender-responsive schools, indicators of gender-responsive schools in the context of implementing the Merdeka Curriculum, and the challenges faced by schools in implementing the curriculum.

This study uses a descriptive qualitative research method with the location at SMA Negeri 7 Purworejo. Informants in this study consist of the principal, vice principal in charge of curriculum, facilities and infrastructure, student affairs, public relations, teachers, and students in grades X, XI, and XII. These informants were selected through purposive sampling. The data collection methods used were interviews, observation, and documentation. The data validity techniques used were source, technique, and time triangulation. The data analysis technique used in this study was an interactive model whose elements included data collection, data condensation, data presentation, and conclusion drawing.

The results of this study show the following: First, the efforts made by schools in developing gender-responsive schools in the context of implementing the Merdeka Curriculum include 1) socialization of gender responsive education; 2) implementing differentiated learning; 3) strengthening the capacity of teachers and educators; 4) developing gender-sensitive P5 programs; 5) forming a Violence Prevention and Handling Team (TPPK). Second, the indicators of gender-responsive schools in the implementation of the Merdeka Curriculum have been realized through the application of the principles of equality and justice for all school members in all educational standards. Third, the challenges for schools in implementing the Independent Curriculum include 1) limited time and the creation of various assessment formats; 2) the presence of elderly teachers; 3) too many policy and administrative changes; 4) a lack of offline training activities; 5) difficulties in finding materials for P5 activity products; 6) a lack of solidarity and activity among friends in P5 activities.

There are several things that are still a concern and must be addressed immediately, namely differentiated learning, classroom activity, class agreements, teacher and technical staff recruitment, facilities and infrastructure, administrative management, P5 activity assessment, and new student admission. Recommendations that can be used as a reference and material for improvement are strengthening differentiated learning, creating a humanistic dialogue space, formulating dialogical class agreements, increasing school autonomy in human resource management, equitable infrastructure management, transforming school administrative services, strengthening assessment and collaboration in P5 activities.

Keywords: *efforts; responsive; gender; differentiated; challenges*