

Implementasi Kebijakan Kurikulum Merdeka pada Sekolah Menengah Atas Negeri (SMAN) di Jakarta Utara dalam Mengatasi Learning Loss berdasarkan Perspektif Guru = Implementation of The Merdeka Curriculum Policy in Public Senior High School in North Jakarta in Overcoming Learning Loss from the Teacher's Perspective

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Abstrak

Kebijakan Kurikulum Merdeka ditetapkan berdasarkan Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi dengan pedoman Nomor 262/M/2022 tentang Perubahan Atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran dengan tujuan mengatasi learning loss. Learning loss merupakan ketertinggalan hingga hilangnya pengetahuan dan keterampilan yang sebelumnya telah dipelajari siswa yang mana learning loss pada siswa SMAN di Jakarta Utara dipicu oleh tingginya tingkat putus sekolah serta dominasi latar belakang ekonomi tidak mampu, yang secara signifikan mempengaruhi proses pembelajaran. Penelitian ini bertujuan menganalisis implementasi Kebijakan Kurikulum Merdeka belajar pada SMAN di Jakarta Utara dalam mengatasi Learning Loss berdasarkan perspektif Guru dengan menggunakan teori implementasi kebijakan publik oleh Van Meter dan Van Horn (1975). Metode yang digunakan adalah kualitatif post positivist dengan teknik pengumpulan data wawancara mendalam dan studi kepustakaan. Hasil penelitian menunjukkan bahwa implementasi Kebijakan Kurikulum Merdeka berdasarkan perspektif guru dinilai mampu mengatasi learning loss. Hasil capaian belajar siswa mengalami peningkatan selama menggunakan Kurikulum Merdeka. Selain itu, kebijakan Kurikulum Merdeka telah memiliki standarisasi dan tujuan yang jelas, adanya koordinasi, dan terdapat buku pedoman bagi guru untuk mengajar. Guru memahami dan mendukung implementasi dalam mengatasi learning loss melalui adanya upaya pemberian metode dan materi pembelajaran sesuai kebutuhan siswa. Meskipun begitu, terdapat beberapa aspek yang perlu menjadi perhatian yakni belum sepenuhnya guru ingin belajar serta kurangnya jumlah guru dalam menerapkan kebijakan Kurikulum Merdeka guna mengatasi learning loss pada SMAN Jakarta Utara. Rekomendasi yang diberikan yakni memperkuat koordinasi dan sinergitas Kemendikbud Ristek, Sudin Jakarta Utara, hingga guru SMAN untuk menyelenggarakan pembukaan Pegawai Pemerintah dengan perjanjian Kontrak (PPPK), melaksanakan kolaborasi antar sekolah untuk mengatasi keterbatasan guru, dan mengoptimalkan penggunaan PMM dalam penerapan kebijakan Kurikulum Merdeka.

.....The Merdeka Curriculum Policy is established based on the Decree of the Minister of Education, Culture, Research, and Technology with guideline Number 262/M/2022, amending the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 on Guidelines for Curriculum Implementation in the Context of Learning Recovery, with the aim of addressing learning loss. Learning loss refers to the lag or loss of knowledge and skills previously acquired by students, which in the case of students at SMAN in North Jakarta is triggered by high dropout rates and the dominance of economically disadvantaged backgrounds, significantly affecting the learning process. This study aims to analyze the implementation of the Merdeka Curriculum Policy at SMAN in North Jakarta in overcoming Learning Loss from the perspective of teachers using the public policy implementation theory by Van Meter

and Van Horn (1975). The method used is qualitative post-positivist with deep interview data collection techniques and literature studies. The results show that the implementation of the Merdeka Curriculum Policy from the perspective of teachers is considered effective in addressing learning loss. Student learning outcomes have improved during the use of the Merdeka Curriculum. Furthermore, the Merdeka Curriculum policy has clear standards and goals, coordination, and there are teaching guidelines for teachers. Teachers understand and support the implementation in addressing learning loss through efforts to provide teaching methods and materials according to student needs. However, there are some aspects that need attention, namely that not all teachers are fully willing to learn and there is a shortage of teachers in implementing the Merdeka Curriculum policy to address learning loss at SMAN in North Jakarta. The recommendations given are to strengthen coordination and synergy between the Ministry of Education, Culture, Research, and Technology, the North Jakarta Education Office, and SMAN teachers to conduct the recruitment of Government Employees with Contract Agreements (PPPK), carry out collaboration between schools to address teacher shortages, and optimize the use of PMM in implementing the Merdeka Curriculum policy.