

ABSTRAK

Sukri Adil Parlindungan Siregar: Analisis Persepsi Guru terhadap Implementasi Kurikulum Merdeka Belajar di SMKN 4 Medan. Skripsi. Fakultas Teknik Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk menganalisis persepsi guru terhadap implementasi Kurikulum Merdeka Belajar di SMKN 4 Medan. Fokus penelitian meliputi pemahaman guru terhadap konsep Kurikulum Merdeka, kesiapan dalam pelaksanaannya, kendala yang dihadapi, serta strategi yang digunakan guru untuk mengatasi tantangan implementasi. Penelitian ini menggunakan pendekatan deskriptif dengan metode survei. Subjek penelitian berjumlah 41 guru SMKN 4 Medan yang terdiri dari guru mata pelajaran umum dan kejuruan pada tahun ajaran 2025/2026. Pengumpulan data dilakukan menggunakan angket skala Likert yang telah diuji validitas dan reliabilitasnya. Data dianalisis menggunakan analisis deskriptif persentase. Melalui hasil penelitian, diperoleh bahwa secara umum persepsi guru terhadap implementasi Kurikulum Merdeka Belajar berada pada kategori baik hingga sangat baik. Pada indikator pemahaman guru, sebagian besar responden menyatakan telah memahami tujuan dan prinsip dasar Kurikulum Merdeka. Indikator perencanaan pembelajaran dan metode pengajaran menunjukkan bahwa guru mulai menerapkan pembelajaran berbasis proyek, meskipun belum sepenuhnya optimal. Pada indikator tantangan implementasi, guru masih menghadapi kendala berupa keterbatasan sarana dan prasarana, kurangnya pelatihan yang berkelanjutan, serta keterbatasan waktu dalam menyesuaikan perangkat pembelajaran. Indikator dukungan sekolah menunjukkan adanya dukungan yang cukup dari pihak sekolah, khususnya kepala sekolah dan manajemen, namun masih perlu ditingkatkan dalam aspek fasilitas dan pendampingan teknis. Sementara itu, pada indikator persepsi terhadap efektivitas, guru menilai bahwa Kurikulum Merdeka relevan dengan kebutuhan dunia kerja dan sesuai dengan karakteristik pendidikan vokasi di SMK. Penelitian ini menyimpulkan bahwa implementasi Kurikulum Merdeka Belajar di SMKN 4 Medan telah berjalan dengan cukup baik, namun masih memerlukan peningkatan dari segi pelatihan guru, penyediaan sarana pendukung, serta penguatan kolaborasi antar guru agar pelaksanaannya dapat lebih efektif dan berkelanjutan.

Kata Kunci: Persepsi Guru, Kurikulum Merdeka Belajar, Implementasi Kurikulum, SMK

ABSTRACT

Sukri Adil Parlindungan Siregar: Analysis of Teachers' Perceptions of the Implementation of the Independent Learning Curriculum at SMKN 4 Medan. Thesis. Faculty of Engineering, State University of Medan. 2026.

This study aims to analyze teachers' perceptions of the implementation of the Merdeka Belajar Curriculum at SMKN 4 Medan. The focus of the research includes teachers' understanding of the curriculum concepts, their readiness for implementation, the challenges encountered, and the strategies employed to address these challenges. This research used a descriptive approach with a survey method. The research subjects consisted of 41 teachers at SMKN 4 Medan, including general and vocational subject teachers, in the 2025/2026 academic year. Data were collected through a Likert-scale questionnaire that had been tested for validity and reliability. The data were analyzed using descriptive percentage analysis. Through research results, it was found that in general, teachers' perceptions of the implementation of the Merdeka Belajar Curriculum fall into the good to very good category. Regarding the indicator of teachers' understanding, most respondents stated that they understood the objectives and basic principles of the Merdeka Curriculum. The indicators of lesson planning and teaching methods show that teachers have begun to apply project-based learning, although it has not yet been fully optimized. In terms of implementation challenges, teachers still face obstacles such as limited facilities and infrastructure, a lack of continuous training, and time constraints in adjusting instructional planning. The indicator of school support shows that support from the school, particularly from the principal and school management, is considered adequate, although improvements are still needed in terms of facilities and technical assistance. Furthermore, regarding the effectiveness indicator, teachers perceive that the Merdeka Belajar Curriculum is relevant to the needs of the world of work and suitable for the characteristics of vocational education in vocational high schools. This study concludes that the implementation of the Merdeka Belajar Curriculum at SMKN 4 Medan has been carried out fairly well; however, further improvements are required, particularly in continuous teacher training, the provision of supporting facilities, and the strengthening of teacher collaboration to ensure more effective and sustainable implementation.

Keywords: *Teachers' Perception, Merdeka Belajar Curriculum, Curriculum Implementation, Vocational High School*