ABSTRAK

CHOSY MONICA SIHOMBING. Analisis Pengembangan Motorik Kasar Anak melalui Kurikulum Merdeka di UPTD TK Negeri Pembina 1 Kota Pematangsiantar. Skripsi. Medan : Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Penelitian ini bertujuan mendeskripsikan peran guru dalam pengembangan motorik kasar anak melalui Kurikulum Merdeka, meliputi perencanaan, pelaksanaan, dan asesmen pembelajaran di UPTD TK Negeri Pembina 1 Kota Pematangsiantar. Penelitian menggunakan pendekatan deskriptif kualitatif dengan subjek satu guru kelas B. Data dikumpulkan melalui observasi, wawancara, dan d kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru merencanakan kegiatan motorik kasar dalam RPPH berdasarkan Capaian Pembelajaran Fase Fondasi. Dalam pelaksanaan, guru berperan sebagai fasilitator, motivator, dan pembimbing, tetapi belum konsisten memberikan demonstrasi gerakan secara langsung. Asesmen dilakukan melalui pengamatan dan ceklis BM, MB, BSH, dan BSB. Namun, pada kegiatan tertentu, asesmen lebih menekankan hasil akhir daripada proses gerak anak. Dengan demikian, peran guru telah terlihat dalam ketiga aspek, tetapi masih diperlukan penguatan pada pemberian contoh gerakan dan pencatatan proses motorik anak.

Kata Kunci : Peran Guru, Motorik Kasar, Kurikulum Merdeka, Anak Usia Dini.

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ABSTRACT

CHOSY MONICA SIHOMBING. Analysis of Children's Gross Motor Development through the Merdeka Curriculum at UPTD TK Negeri Pembina 1 Pematangsiantar City. Skripsi. Medan : Faculty of Education. State University of Medan. 2026.

This study aimed to describe the teacher's role in developing children's gross motor skills through the Merdeka Curriculum, including learning planning, implementation, and assessment at UPTD TK Negeri Pembina 1 Pematangsiantar City. This study employed a qualitative descriptive approach involving one Group B teacher. Data were collected through observations, interviews, and analyzed through data reduction, data display, and conclusion drawing. The findings showed that the teacher planned gross motor activities in the daily lesson plan based on the Foundation Phase Learning Outcomes. During implementation, the teacher acted as a facilitator, motivator, and guide but did not consistently provide direct movement demonstrations. Assessment was conducted through observation and developmental checklists. However, in certain activities, assessment emphasized final outcomes rather than children's movement processes. Therefore, the teacher's role was evident in all three aspects, although direct demonstrations and documentation of children's motor processes still need to be strengthened.

Keywords : Teacher's Role, Gross Motor Skills, Merdeka Curriculum, Early Childhood.

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