

ABSTRACT

Implementation of the Independent Curriculum in Science and Technology Learning in Class IV at SDN Karanganyar. 2024. Mery Susanti

Keywords: *Independent Curriculum, Natural Sciences Learning.*

This research aims to analyze the implementation of the Merdeka Curriculum in Natural Sciences Learning in Class IV of SDN Karanganyar. The Merdeka Curriculum is a curriculum with a variety of intracurricular learning so that students can be more optimal and have concepts and strengthen their competencies. In this research, data was collected through classroom observations, in-depth interviews with teachers, and analysis of related documents. The method used in descriptive qualitative research is to understand the situation or context that occurs in the school environment at SDN Karanganyar.

The results of the research show that the majority of teachers have implemented the independent curriculum in science and science learning in class IV. The results of the description and are in accordance with the research focus regarding the application of the independent curriculum in science and science learning in class IV at SDN Karanganyar in terms of implementing the independent curriculum, such as limited infrastructure, learning equipment, as well as learning resources. This study shows that more initiative support from schools and the government is needed to increase teacher readiness in implementing the independent curriculum in science and science learning in class IV.

Implementation of the independent curriculum in class IV science and science learning at SDN Karanganyar has been implemented well. The teacher has prepared teaching modules based on learning outcomes, learning objectives and the flow of learning objectives. As for the obstacles and barriers to the independent curriculum in science and science learning, the information obtained is still minimal regarding learning criteria in accordance with the independent curriculum. Efforts to overcome obstacles and constraints in implementing the independent curriculum are by deliberating with teachers and participating in training such as seminars, webinars, and participating in teacher working group (KKG) activities.

KATA PENGANTAR

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Penyusunan skripsi ini memang masih jauh dari kata sempurna, kami selaku manusia biasa tentu masih memiliki berbagai kekurangan. Selama proses penyusunannya tidak sedikit kendala dan hambatan yang peneliti hadapi. Namun berkat dukungan dan bantuan yang diberikan oleh orang-orang terdekat pada akhirnya skripsi ini dapat peneliti selesai tepat waktu. Oleh sebab itu, peneliti ingin mengucapkan terimakasih kepada :

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MERY SUSANTI