

IMPLEMENTASI KURIKULUM MERDEKA PADA SMK NEGERI DI PROPINSI DAERAH ISTIMEWA YOGYAKARTA

**by Drs. Wardan Suyanto, M.A., Ed. D, Dr. Drs. Agus Budiman, M.Pd., M.T. , Joko Sriyanto, S.Pd., M.T.,
Ir. Bambang Sulisty, S.Pd., M.Eng, Priti, Satria Pangestu, Feri Dian Pratama, Laksono Tejo Pawoko,
Olga Satria Tri Utama**

ABSTRACT

The purpose of this research is to comprehend the understanding, implementation, and challenges in implementing Merdeka Curriculum. This study employs a descriptive research approach with both qualitative and quantitative analysis, aiming to describe the implementation of the Independent Curriculum in State Vocational High Schools (SMK) within the Special Region of Yogyakarta Province. Data were collected through questionnaires and interviews. The research population consisted of School Principals, Vice Principals responsible for the curriculum, and teachers of SMKs across the Special Region of Yogyakarta Province. The research sample were eleven selected SMKs chosen based on specific criteria (purposive sampling). The total number of research respondents was 59 individuals, distributed among the eleven SMKs schools in the Special Region of Yogyakarta. The research findings indicate that the majority of schools possess a high level of understanding of the Merdeka Curriculum. The implementation of the curriculum is highly successful, with a percentage of 74.58%. The majority of teachers have effectively managed administrative tasks and have engaged in diverse P5 programs. However, challenges still exist, particularly in terms of overall teaching difficulties related to the differentiation aspect of the Merdeka Curriculum. These diverse obstacles encompass: (1) Lack of coordination within the Dapodik system and government policies; (2) Insufficient mentoring and training; (3) Inadequate support for competency development and facilities; (4) Continuation of using the old curriculum (K-13); (5) Lack of Merdeka Curriculum socialization; (6) Rapid of IT developments; (7) Challenges in conducting differentiated learning; (8) Limited knowledge about the concept of the Merdeka Curriculum.

Kata Kunci: Implementation, Merdeka Curriculum, Vocational High School, Special Region of Yogyakarta Province