

Readiness of the Principal in Implementing the Kurikulum Merdeka for Children with Special Needs

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ABSTRACT

The kurikulum merdeka aims to develop the potential of each student optimally. At the special school level, the implementation of independent learning is more appropriate because it focuses on the diversity of each student. In fact, the practice of kurikulum merdeka for children with special needs in SLB has challenges from school resources, teacher competence and the provision of infrastructure. This study aims to measure the level of readiness of SLB in implementing the kurikulum merdeka from the principal's leadership element. The type of research used was a survey of 20 special schools from 4 regencies and 1 city in the Special Region of Yogyakarta. The research subjects as respondents were 20 principals of special schools, 20 teachers through purposive criteria with driving schools and not driving schools. Data collection techniques used questionnaires and interviews in FGDs. Data analysis used descriptive statistics by calculating the mean and standard deviation supported by the results of the interviews presented in a narrative manner. The meaning of the research results is carried out with an inductive paradigm. The results showed that 52.94% of school principals had conducted in-house training, training, workshops, webinars and training to assist in implementing the kurikulum merdeka in schools. 58.82% of school principals think that human resources in schools need to be improved, especially in the aspect of understanding the kurikulum merdeka. Supporting factors for the readiness of implementing the kurikulum merdeka are always coordinating and collaborating with various parties. Inhibiting factors due to limited funding, heterogeneity of human resource competencies, and time to adapt the curriculum.

Kata Kunci: children with special needs, kurikulum merdeka, readiness.