

ABSTRAK

Maulida ahyana Laily. 2024. Implementasi Kurikulum Merdeka dalam Pembelajaran Kelas Khusus C sebagai Kelas Peralihan Menuju Kelas Regular untuk Siswa Autis di Sekolah Inklusi SD IT Al Ikhlas Mantren. Skripsi Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Endang Sri Maruti, S.Pd.,M.Pd. , (II) Vivi Rulviana, S.Pd.,M.Pd.

Pendidikan merupakan kebutuhan dasar manusia yang berguna membangun suatu peradaban bangsa. sesuai dengan Pasal 31 Ayat 1 menyatakan, “Setiap warga negara berhak mendapatkan pendidikan” yang melandasi pendidikan untuk siswa ABK (anak berkebutuhan khusus). Tujuan penelitian ini untuk mengetahui implementasi dan Kendala yang dihadapi implementasi kurikulum merdeka pada siswa ABK autis dilaksanakan di kelas khusus ABK C sebagai kelas peralihan ke kelas regular di SD IT Al Ikhlas. Penelitian ini merupakan penelitian kualitatif. Pengumpulan data dilakukan menggunakan metode observasi, wawancara dan dokumentasi. Hasil penelitian Implementasi kurikulum merdeka yang terdiri dari komponen modul pembelajaran, model pembelajaran dan tujuan pembelajaran (TP) yang melingkupi alur tujuan pembelajaran (ATP), yang dirancang oleh guru GPK (guru pendamping khusus). Implementasi kurikulum merdeka pada siswa ABK autis dilakukan dengan berbagai modifikasi materi, dengan metode *reward* (penghargaan) dan *punishment* (teguran) hal ini dilakukan agar siswa ABK autis mampu mengikuti pelaksanaan pembelajaran dan berhasil memperoleh capaian pembelajaran (CP). mengukur hasil pembelajaran siswa ABK dalam aspek kognitif, aspek psikomotorik dan aspek afektif sesuai dengan kriteria yang telah disepakati antara orang tua siswa ABK dan guru GPK. Kendala implementasi kurikulum merdeka kegiatan pembelajaran dibedakan menjadi 2 jenis yaitu kendala internal dan kendala eksternal. Kendala internal adalah masalah dari pihak guru pendamping seperti kurang informasi dan masalah hambatan belajar dari siswa ABK sementara kendala eksternal berasal dari orang tua yang bersikap kurang peduli pada kebutuhan pendidikan siswa ABK dan orang tua siswa ABK belum mendapatkan perubahan yang sesuai dengan harapan

Kata kunci : implementasi, kurikulum merdeka, siswa ABK, autis , guru GPK , kelas khusus

ABSTRACT

Maulida ahyana Laily. 2024. Implementation of the Merdeka Curriculum in SpecialClass C Learning as a Transition Class to Regular Classes for Autistic Students at the Al Ikhlas Mantren SD IT Inclusive School. Study Program Elementary School Teacher Education. FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Endang Sri Maruti, S.Pd.,M.Pd. , (II) Vivi Rulviana, S.Pd.,M.Pd.

Education is a basic human need that is useful for building a national civilization. in accordance with Article 31 Paragraph 1 states, "Every citizen has the right to education" which underlies education for ABK students (children with special needs). The purpose of this study was to determine the implementation and obstacles faced by the implementation of the independent curriculum for autistic ABK students implemented in the special ABK C class as a transitional class to the regular class at SD IT Al Ikhlas. This study is a qualitative study. Data collection was carried out using observation, interview and documentation methods. The results of the study Implementation of the independent curriculum consisting of components of learning modules, learning models and learning objectives (TP) which encompass the flow of learning objectives (ATP), which were designed by GPK teachers (special assistant teachers). The implementation of the independent curriculum for autistic ABK students was carried out with various modifications to the material, with the reward and punishment methods. This was done so that autistic ABK students were able to follow the implementation of learning and successfully achieve learning outcomes (CP). measuring the learning outcomes of ABK students in cognitive, psychomotor and affective aspects according to the criteria agreed upon between the parents of ABK students and GPK teachers. Obstacles to the implementation of the independent curriculum in learning activities are divided into 2 types, namely internal obstacles and external obstacles. Internal obstacles are problems from the accompanying teacher such as lack of information and problems with learning obstacles from ABK students while external obstacles come from parents who are less concerned about the educational needs of ABK students and parents of ABK students have not received changes in accordance with expectations

Keywords: implementation, independent curriculum, ABK students, autism, GPK teachers, special classes