

ABSTRAK

Ina Azariya Yupita. 2026. *Pengaruh Frekuensi Pelatihan Kurikulum Merdeka dan Kompetensi Digital terhadap Kemampuan Implementasi Pembelajaran Berdiferensiasi Guru SD Negeri di Gugus 1 Kecamatan Parang Kabupaten Magetan*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr.V.Teguh Suharto, M.Pd Pembimbing II: Dr.Dwi Rohman Soleh, S.S, M.Pd

Kata kunci: Kurikulum Merdeka, kompetensi digital, pembelajaran berdiferensi.

Penelitian ini dilatarbelakangi oleh tuntutan implementasi Kurikulum Merdeka yang menekankan pembelajaran berdiferensiasi, namun kemampuan guru dalam menerapkannya masih bervariasi dan diduga dipengaruhi oleh frekuensi pelatihan serta kompetensi digital. Tujuan penelitian adalah menguji pengaruh frekuensi pelatihan Kurikulum Merdeka dan kompetensi digital, baik secara parsial maupun simultan, terhadap kemampuan implementasi pembelajaran berdiferensiasi. Penelitian menggunakan pendekatan kuantitatif dengan metode regresi linier berganda. Subjek penelitian adalah guru SD Negeri di Gugus 1 Kecamatan Parang. Pengumpulan data menggunakan angket dan tes kemampuan implementasi, kemudian dianalisis dengan uji regresi linier berganda. Hasil penelitian menunjukkan bahwa: (1) frekuensi pelatihan Kurikulum Merdeka berpengaruh positif dan signifikan terhadap kemampuan implementasi pembelajaran berdiferensiasi; (2) kompetensi digital berpengaruh positif dan signifikan terhadap kemampuan implementasi pembelajaran berdiferensiasi; dan (3) frekuensi pelatihan dan kompetensi digital secara simultan berpengaruh signifikan terhadap kemampuan implementasi pembelajaran berdiferensiasi. Kesimpulannya, semakin tinggi frekuensi pelatihan dan kompetensi digital guru, semakin baik kemampuan mereka dalam mengimplementasikan pembelajaran berdiferensiasi. Oleh karena itu, disarankan peningkatan akses pelatihan berkelanjutan dan penguatan kompetensi digital secara terintegrasi bagi guru..

ABSTRACT

Ina Azariya Yupita. 2026. *The Effect of Merdeka Curriculum Training Frequency and Digital Competence on the Ability to Implement Differentiated Learning among Public Elementary School Teachers in Gugus 1, Kecamatan Parang, Kabupaten Magetan.* Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr.V.Teguh Suharto Supervisor II: Dr. Dwi Rohman Soleh, S.S, M.Pd

Keywords: *Merdeka Curriculum, digital competence, differentiated learning.*

This research is motivated by the demands of Merdeka Curriculum implementation emphasizing differentiated learning, yet teachers' ability to apply it remains varied and is presumably influenced by training frequency and digital competence. The objective is to examine the effect of Merdeka Curriculum training frequency and digital competence, both partially and simultaneously, on the ability to implement differentiated learning. This study employs a quantitative approach with multiple linear regression method. The subjects were public elementary school teachers in Gugus 1, Kecamatan Parang. Data were collected through questionnaires and implementation ability tests, then analyzed using multiple linear regression. The findings reveal that: (1) Merdeka Curriculum training frequency has a positive and significant effect on the ability to implement differentiated learning; (2) digital competence has a positive and significant effect on the ability to implement differentiated learning; and (3) training frequency and digital competence simultaneously have a significant effect on the ability to implement differentiated learning. In conclusion, the higher the training frequency and digital competence of teachers, the better their ability to implement differentiated learning. Therefore, it is recommended to increase access to continuous training and strengthen digital competence in an integrated manner for teachers.