

**ANALISIS TINGKAT KESIAPAN SEKOLAH
UNTUK IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI
DALAM KURIKULUM MERDEKA
(PENELITIAN PADA SMP PENGGERAK DI KOTA BOGOR)**

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pengembangan Kurikulum



oleh

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**PROGRAM STUDI PENGEMBANGAN KURIKULUM
FAKULTAS ILMU PENDIDIKAN
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2024**

**ANALISIS TINGKAT KESIAPAN SEKOLAH
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(PENELITIAN PADA SMP PENGGERAK DI KOTA BOGOR)**

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(M.Pd.) pada Fakultas Ilmu Pendidikan

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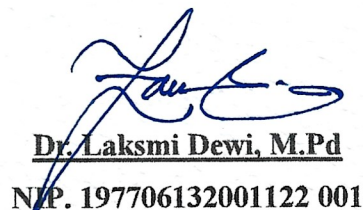
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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui tingkat kesiapan sekolah sebagai sebuah lembaga pendidikan untuk mengimplementasikan pembelajaran berdiferensiasi dalam kurikulum merdeka. Pembelajaran berdiferensiasi merupakan salah satu pendekatan pembelajaran dalam kurikulum merdeka. Implementasi pembelajaran berdiferensiasi secara sukses akan sangat tergantung pada kesiapan sekolah. Penelitian ini akan menganalisis bagaimana tingkat kesiapan SMP Penggerak di Kota Bogor dalam implementasi pembelajaran berdiferensiasi. Penelitian ini merupakan penelitian kuantitatif dengan metode survey. Tingkat kesiapan sekolah akan diukur menggunakan *Readiness Framework Thinking Tool* dari Scaccia, dkk dengan beberapa penyesuaian. Subjek penelitian adalah 2 SMP penggerak di wilayah Kota Bogor. Alat ukur tingkat kesiapan Scaccia, dkk diadopsi untuk melihat tingkat kesiapan sekolah. Kerangka kesiapan $R = MC^2$ menjadi kerangka instrument yang diadopsi. (*R: Readiness; C: Innovation Specific Capacity; C: General Capacity*). Berdasarkan hasil penelitian Tingkat Kesiapan Sekolah menggunakan Scaccia, dkk (2015), sekolah memiliki tingkat kesiapan yang sangat baik untuk implementasi pembelajaran berdiferensiasi. Menggunakan Internal System Framework dan Quality Implementation Framework, proses implementasi pembelajaran berdiferensiasi di SMP Penggerak di Kota Bogor bisa dibagi menjadi 4 fase. Pada fase 1 semua proses yang berkaitan dengan persiapan internal harus dilakukan. Pada fase 2, sekolah dapat melakukan pengembangan tim dibawah komite pembelajaran sekaligus mengembangkan perencanaan implementasi yang lengkap. Pada fase 3 pengembangan strategi berkelanjutan serta pada fase 4 diperlukan pengembangan pola implementasi untuk masa depan.

Kata Kunci :Tingkat kesiapan sekolah, kurikulum Merdeka pembelajaran berdiferensiasi

ABSTRACT

The purpose of this research to find out school's readiness as an institution or organization in implementing Differentiated Learning in Kurikulum Merdeka. One of the learning approaches that is acquired by Kurikulum Merdeka is Differentiated Instruction (Differentiated Learning). Successful implementation of differentiated learning will greatly depend on school readiness. This research analyzes the readiness of SMP Penggerak in Bogor in implementing Differentiated Instruction (Differentiated Learning) This research is quantitative research with a survey method. The level of school readiness will be measured using the Readiness Framework Thinking Tool from Scaccia, et all with several adjustments. The research subjects were 2 SMP Penggerak in the Bogor City. Scaccia, et.al., readiness level measuring tool was adopted to see the level of school readiness. The R=MC2 readiness framework is the framework for the instrument adopted. (R: Readiness; C: Innovation Specific Capacity; C: General Capacity). Based on the results of research on School Readiness Levels using Scaccia, et al (2015), schools were at the ready stage to implement differentiated learning process. Using Interactive System Framework (ISF) and Quality Implementation Framework (QIF) , the process of implementing differentiated learning at SMP Penggerak in Bogor City can be divided into 4 phases. In phase 1 all processes related to internal preparation must be carried out. In phase 2, schools can develop teams under learning committees while developing complete implementation plans. In phase 3, the development of a sustainable strategy and in phase 4 it is necessary to develop implementation patterns for the future.

Keywords : school readiness, kurikulum Merdeka, differenciated learning.

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