

ABSTRAK

VINNA, 20220100002, 2024. *Problematika Implementasi Kurikulum Merdeka yang Dihadapi Guru Pendidikan Agama Buddha di Bogor*. Tesis. Program Studi Pendidikan Keagamaan Buddha (S2). Sekolah Tinggi Ilmu Agama Buddha Smaratingga, Boyolali. Pembimbing (I) Dr. Partono Nyanasuryanadi, M.Pd., M.Pd.B., (II) Budi Utomo, Ph.D.

Kata Kunci: *implementasi kurikulum, kurikulum, kurikulum Merdeka, guru, agama buddha*

Kurikulum Merdeka merupakan tonggak penting dalam reformasi pendidikan nasional Indonesia. Ini bertujuan untuk memberikan kebebasan lebih besar kepada sekolah dalam merancang kurikulum, mempertimbangkan kebutuhan lokal dan potensi peserta didik, serta mendorong kreativitas dan inovasi dalam proses belajar-mengajar. Meskipun membawa semangat inovasi, implementasi Kurikulum Merdeka dihadapi oleh beberapa hambatan konkret, termasuk kesulitan pemahaman konsep, kurangnya sarana dan prasarana pendukung, persepsi kurangnya kreativitas, dan tantangan usia lanjut yang dihadapi oleh para guru Pendidikan Agama Buddha.

Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif, dengan objek penelitian guru Pendidikan Agama Buddha yang berada di Bogor sejumlah empat orang. Teknik pengumpulan data dalam penelitian ini melalui wawancara, dokumentasi, serta pengamatan langsung.

ABSTRACT

VINNA, 20220100002, 2024. *The Issues of Implementing Independent Curriculum Encountered by Buddhist Education Teachers in Bogor*. Thesis. Mater of Buddhist Education. Smaratungga Buddhist College, Boyolali. Advisor (I) Dr. Partono Nyanasuryanadi, M.Pd., M.Pd.B., (II) Budi Utomo, Ph.D.

Keywords: *curriculum implementing, curriculum, independent curriculum, teacher, buddhism*

The Independent Curriculum represents a significant advancement in Indonesia's educational reform efforts. It aims to empower schools with increased autonomy in curriculum design, taking into account local contexts and student capabilities while fostering creativity and innovation in teaching and learning. Despite its innovative spirit, the implementation of the Merdeka Curriculum encounters various practical challenges, such as comprehension difficulties, inadequate facilities and infrastructure, perceived limitations in creativity, and the aging workforce among Buddhist Education teachers.

This research is qualitative research with a descriptive approach, with the research object being four Buddhist education teachers in Bogor. Data collection techniques in this research were through interviews, documentation and direct observation.