

**STUDENTS' PERCEPTION OF DIFFERENTIATED
LEARNING IMPLEMENTATION IN THE MERDEKA
CURRICULUM: A SURVEY AT SMKN 26 JAKARTA**



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ABSTRAK

Pembelajaran berdiferensiasi merupakan salah satu pendekatan pembelajaran yang ditekankan dalam implementasi Kurikulum Merdeka untuk mengakomodasi keberagaman karakteristik belajar siswa. Oleh karena itu, penting untuk memahami persepsi siswa terhadap penerapan pembelajaran berdiferensiasi sebagai bahan evaluasi dalam meningkatkan kualitas proses pembelajaran. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap implementasi pembelajaran berdiferensiasi dalam Kurikulum Merdeka serta mengidentifikasi tantangan yang dialami siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan survey yang melibatkan 30 siswa kelas XI SIJA 1 di SMKN 26 Jakarta. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan statistik deskriptif berdasarkan skala Likert empat poin. Selanjutnya, wawancara semi-terstruktur dilakukan dan dianalisis menggunakan analisis tematik untuk menjelaskan serta memperdalam kuesioner. Hasil penelitian menunjukkan secara umum siswa memiliki persepsi positif terhadap implementasi pembelajaran berdiferensiasi pada lima dimensi, yaitu kesiapan (*readiness*), kebutuhan (*needs*), minat (*interests*), gaya belajar (*learning styles*), dan latar belakang sosial (*social backgrounds*). Siswa merasa guru telah berupaya mengakomodasi keberagaman karakteristik mereka melalui penyediaan materi pembelajaran yang sesuai, penggunaan metode pembelajaran yang bervariasi, serta kegiatan belajar yang mempertimbangkan latar belakang siswa. Namun demikian, penelitian ini juga mengidentifikasi beberapa tantangan, seperti penyampaian materi yang terlalu cepat, penerapan pembelajaran berdiferensiasi yang belum konsisten, keterbatasan sumber belajar, serta aktivitas pembelajaran yang belum sepenuhnya selaras dengan minat dan preferensi belajar siswa.

Kata kunci: pembelajaran berdiferensiasi, persepsi siswa, Kurikulum Merdeka, *survey*, sekolah menengah kejuruan

ABSTRACT

Differentiated learning has become one of the key instructional approaches promoted through the implementation of the Merdeka Curriculum in Indonesia. Understanding students' perceptions of its implementation is essential for evaluating how differentiated learning is experienced in classroom practice and identifying areas that require improvement. Therefore, this study aimed to explore students' perceptions of the implementation of differentiated learning in the Merdeka Curriculum and identify the challenges experienced by students during the learning process. This study employed a survey design involving 30 eleventh-grade students of SIJA 1 at SMKN 26 Jakarta. The data were collected through a questionnaire and analyzed using descriptive statistics based on a four-point Likert scale. Semi-structured interviews were conducted and analyzed using thematic analysis to provide a deeper understanding of the questionnaire findings. The findings revealed that students generally held positive perceptions toward the implementation of differentiated learning across five dimensions: readiness, needs, interests, learning styles, and social backgrounds. Students perceived that teachers had attempted to accommodate their diverse characteristics by providing appropriate learning materials, varied instructional methods, and learning experiences that considered their individual backgrounds. However, several challenges were also identified, including rapid instructional pacing, inconsistent implementation of differentiated practices, limited learning resources, and learning activities that were not always sufficiently connected to students' interests or preferred learning styles.

Keywords: differentiated learning, students' perception, Merdeka Curriculum, survey, vocational high school