

ABSTRAK

Ykka Syesarya Anjarwati. *ANALISIS KESULITAN BELAJAR SISWA KELAS IV DALAM PENERAPAN KURIKULUM MERDEKA PADA MATA PELAJARAN IPAS DI SDN 1 HADIWARNO.* Skripsi. Program Studi Pendidikan Guru Sekolah Dasar STKIP PGRI Pacitan, 2024.

Penelitian ini bertujuan untuk mengetahui kesulitan belajar siswa pada penerapan kurikulum merdeka mata pelajaran IPAS pada materi keberagaman budaya.

Subjek dalam penelitian ini adalah siswa kelas IV SDN 1 Hadiwarno yang berjumlah tiga orang. Cara pemilihan subjek menggunakan random sampling. Jenis penelitian yang digunakan yakni penelitian kualitatif yang disajikan dalam bentuk deskriptif. Pengumpulan data penelitian diperoleh dari hasil observasi, angket, wawancara, dan dokumentasi. Teknik analisis data menggunakan model Miles and Huberman.

Berdasarkan hasil penelitian menunjukkan bahwa jenis kesulitan belajar yang dialami subjek RFP yakni simbolik, non simbolik, dan sosial-emosional. Subjek RPP mengalami jenis kesulitan belajar yakni akademik, simbolik, non simbolik, dan sosial emosional. Sementara itu, jenis kesulitan belajar yang dialami subjek ASP yakni akademik, simbolik, non simbolik, serta sosial emosional.

Kata Kunci : Kesulitan Belajar, Akademik, Simbolik, Non Simbolik, Sosial Emosional

ABSTRACT

Ykka Syesarya Anjarwati. *ANALYSIS OF LEARNING DIFFICULTIES OF FOURTH GRADE STUDENTS IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN IPAS SUBJECTS SDN 1 HADIWARNO.* Thesis. STKIP PGRI Pacitan Elementary School Teacher Education Study Program, 2024.

This study aims to determine students' learning difficulties in implementing the independent curriculum for IPAS subjects on cultural diversity material.

The subjects in this study were three fourth-grade students of SDN 1 Hadiwarno. Random sampling was used for selecting subjects. The type of research used was qualitative research presented in descriptive form. Data collection was obtained from observations, questionnaires, interviews, and documentation. The data analysis technique used the Miles and Huberman model.

The results showed that the types of learning difficulties experienced by RFP subjects were symbolic, non-symbolic, and socio-emotional. RPP subjects experienced learning difficulties, namely academic, symbolic, non-symbolic, and socio-emotional. Meanwhile, the types of learning difficulties experienced by ASP subjects were academic, symbolic, non-symbolic, and socio-emotional.

Keywords: *Learning Difficulties, Academic, Symbolic, Non-Symbolic, Social Emotional*