

## ABSTRAK

Tania Stepiani 2025 “Peran Iklim Pembelajaran dalam Mengembangkan Karakter Siswa pada Implementasi Kurikulum Merdeka dengan Pendekatan *Deep Learning*”. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tungadewi. Pembimbing (1) Kardiana Metha Rozhana, S.Pd, M.Pd, (2) Siti Ni'matul Fitriyah, S.Pd., M.Pd.

**Kata Kunci:** Iklim pembelajaran, Pengembangan karakter siswa, Kurikulum Merdeka, Strategi pembelajaran

Transformasi pendidikan pada era Kurikulum Merdeka menekankan pentingnya iklim pembelajaran yang kondusif sebagai fondasi pembentukan karakter siswa sekolah dasar. Iklim pembelajaran yang positif diyakini mampu mendukung proses pembelajaran bermakna serta penginternalisasian nilai-nilai karakter sejak dini. Penelitian ini bertujuan untuk menganalisis peran iklim pembelajaran dalam mengembangkan karakter siswa melalui pendekatan *Deep Learning* pada implementasi Kurikulum Merdeka di kelas I SDN Merjosari 1.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian meliputi guru dan siswa kelas I, sedangkan teknik pengumpulan data dilakukan melalui observasi pembelajaran, wawancara mendalam, dan analisis dokumen. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa iklim pembelajaran yang positif, ditandai dengan komunikasi terbuka antara guru dan siswa, lingkungan belajar yang inklusif, serta keterlibatan aktif siswa, berkontribusi signifikan dalam menumbuhkan nilai-nilai karakter seperti disiplin, tanggung jawab, kejujuran, dan kerjasama. Pendekatan *Deep Learning* membantu siswa memahami materi secara mendalam melalui pengalaman belajar kontekstual dan kegiatan reflektif yang bermakna.

Kesimpulannya Penerapan Kurikulum Merdeka yang didukung iklim pembelajaran kondusif dan pendekatan *Deep Learning* merupakan strategi yang efektif dalam mengembangkan kecerdasan akademik dan karakter moral siswa sekolah dasar.

## ABSTRACT

**Tania Stepiani.** 2025. *“The Role of Learning Climate in Developing Students’ Character in the Implementation of the Merdeka Curriculum with a Deep Learning Approach”*. Thesis. Elementary School Teacher Education Study Program, Undergraduate Program, Tribhuwana Tunggal University. Advisors (1) Kardiana Metha Rozhana, S.Pd, M.Pd, (2) Siti Ni’matul Fitriyah, S.Pd., M.Pd.

**Keywords:** Learning climate, Student character development, Merdeka Curriculum, Deep learning strategy

Educational transformation in the era of the Merdeka Curriculum emphasizes the importance of a conducive learning climate as a foundation for character development in elementary school students. A positive learning climate is believed to support meaningful learning processes and the internalization of character values from an early age. This study aims to analyze the role of the learning climate in developing students’ character through a Deep Learning approach in the implementation of the Merdeka Curriculum in Grade I at SDN Merjosari 1.

This research employed a qualitative approach with a case study design. The research subjects included Grade I teachers and students, while data were collected through classroom observations, in-depth interviews, and document analysis. Data analysis was conducted using data reduction, data presentation, and conclusion drawing techniques.

The results indicate that a positive learning climate, characterized by open communication between teachers and students, an inclusive learning environment, and active student participation, significantly contributes to the development of character values such as discipline, responsibility, honesty, and cooperation. The Deep Learning approach helps students gain a deeper understanding of learning materials through contextual learning experiences and meaningful reflective activities.

In conclusion, the implementation of the Merdeka Curriculum supported by a conducive learning climate and the Deep Learning approach is an effective strategy for developing both academic intelligence and moral character of elementary school students.