

ABSTRAK

Sejumlah pro-kontra masih terus mengikuti wacana praktik implementasi kurikulum paradigma baru (kurikulum Merdeka) di Indonesia. Problem-problem baik konseptual maupun teknis terkait praktik kurikulum baru yang karenanya, menciptakan disitingi praksis yang terdiferensiasi. Penelitian kualitatif dari jenis studi kasus ini merupakan kontribusi spesifik yang berfokus pada praktik implementasi kurikulum Merdeka dalam pembelajaran Ilmu Sosial di jenjang Sekolah Menengah Atas (SMA negeri 4) Kota Makassar. Sebanyak 35 orang informan diwawancarai untuk mendapatkan gambaran spesifik terkait praktik implementasi kurikulum baru; analisis tematik terhadap hasil wawancara dilakukan untuk mengidentifikasi dan lebih jauh, mengklasifikasi berbagai kemungkinan – baik faktor pendorong maupun penghambat. Hasilnya menunjukkan bahwa meskipun praktik implementasi kurikulum baru masih kurang optimal, namun kami mencatat beberapa hal yang menjadi penting untuk dipertimbangkan – baik oleh sejumlah institusi Pendidikan, maupun praktisi Pendidikan, serta intelektual-akademisi secara umum dalam mempertimbangkan relevansi praktik implementasi kurikulum.

Kata Kunci: Implementasi, Kurikulum Paradigma Baru, Pembelajaran Sosiologi



ABSTRACT

A number of pros and cons still continue to follow the discourse on the practice of implementing the new paradigm curriculum (Kurikulum Merdeka) in Indonesia. Problems, both conceptual and technical, are related to the practice of the new curriculum which, therefore, creates differentiated practice. Qualitative research from this type of case study is a specific contribution that focuses on the practice of implementing the Merdeka curriculum in Social Sciences learning at the Upper Middle School level (SMA Negeri 4) Makassar City. A total of 35 informants were interviewed to get a specific picture regarding the implementation practices of the new curriculum; Thematic analysis of the interview results was carried out to identify and further, classify various possibilities – both driving and inhibiting factors. The results show that although the practice of implementing the new curriculum is still less than optimal, we note several things that are important to consider - both by a number of educational institutions, as well as educational practitioners, as well as intellectuals-academics in general in considering the relevance of curriculum implementation practices.

Keyword: Implementation, New Paradigm Curriculum, Sociology Learning

