

ABSTRAK

Nirma, 2024. Implementasi Kurikulum Merdeka Di Sekolah UPTD SD Negeri 75 Barru. Skripsi, Jurusan Pendidikan Guru Sekolah Dasar Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Pembimbing I Muhammad Nawir dan Pembimbing II Fitri Yanty Muchtar

Kurikulum merdeka diluncurkan oleh Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemdikbudristek) pada tahun 2022, yang merupakan sebuah terobosan baru dalam dunia pendidikan Indonesia. Kurikulum ini menekankan pada pengembangan profil Pelajar Pancasila dan memberikan keleluasaan kepada sekolah dan guru dalam merancang pembelajaran yang sesuai dengan kebutuhan dan minat peserta didik. Penelitian ini bertujuan untuk mengetahui bagaimana Implementasi Kurikulum Merdeka di sekolah dasar, beserta factor pendukung dan penghambatnya. Penelitian ini dilakukan dengan metode kualitatif, menggunakan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan teknik analisis data tematik.

Hasil penelitian menunjukkan bahwa implementasi kurikulum merdeka di sekolah UPTD SD Negeri 75 Barru masih dalam tahap awal dan menghadapi berbagai tantangan. Factor penghambat utamanya adalah kurangnya pemahaman guru tentang kurikulum merdeka, serta keterbatasan sumber daya dan infrastruktur sekolah. Di sisi lain, terdapat pula beberapa factor pendukung implementasi kurikulum merdeka, seperti antusiasme guru dan kepala sekolah untuk melaksanakan perubahan, dukungan dari pemerintah daerah, dan adanya pelatihan melalui aplikasi pelatihan PMM.

Berdasarkan hasil penelitian, disimpulkan bahwa implementasi kurikulum merdeka di sekolah UPTD SD Negeri 75 Barru memerlukan dukungan yang kuat dari berbagai pihak, baik internal maupun eksternal sekolah. Perlu dilakukan upaya peningkatan pemahaman guru dan kepala sekolah tentang kurikulum merdeka, serta penyediaan sumber daya dan infrastruktur yang memadai. Selain itu, perlu dilakukan pendampingan yang berkelanjutan dari pemerintah daerah dan Kemdikbudristek untuk memastikan kelancaran implementasi kurikulum merdeka di sekolah dasar.

Kata kunci: Implementasi, Kurikulum Merdeka, Sekolah Dasar

ABSTRACT

Nirma, 2024. *The Implementation of Curriculum Merdeka at UPTD SD Negeri 75 Barru School.* Thesis, Primary School Teacher Education Department, Faculty Of Teacher Training And Education, Muhammadiyah University Of Makassar. Supervisor Muhammad Nawir and Second Supervisor Fitri Yanty Muchtar.

The independent curriculum was launched by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) in 2022, which is a new breakthrough in the world of Indonesian education. This curriculum emphasizes developing the profile of Pancasila students and provides flexibility to schools and teachers in designing learning that suits the needs and interests of students. This research aims to find out how the Merdeka Curriculum is implemented in elementary schools, along with the supporting and inhibiting factors. This research was conducted using qualitative methods, using data collection techniques through observation, interviews and documentation. The data obtained was analyzed using thematic data analysis techniques.

The research results show that the implementation of the independent curriculum at the UPTD SD Negeri 75 Barru school is still in its early stages and faces various challenges. The main inhibiting factors are teachers' lack of understanding of the independent curriculum, as well as limited school resources and infrastructure. On the other hand, there are also several supporting factors for implementing the independent curriculum, such as the enthusiasm of teachers and school principals to implement changes, support from local governments, and training through the PMM training application.

Based on the research results, it was concluded that the implementation of the independent curriculum at the UPTD SD Negeri 75 Barru school requires strong support from various parties, both internal and external to the school. Efforts need to be made to increase teachers' and school principals' understanding of the independent curriculum, as well as providing adequate resources and infrastructure. Apart from that, there needs to be ongoing assistance from the regional government and the Ministry of Education and Culture to ensure the smooth implementation of the independent curriculum in elementary schools.

Keywords: Implementation, Independent Curriculum, Elementary School