

ABSTRAK

Nur Elmi, 2024. Pengaruh Implementasi Kurikulum Merdeka Terhadap Motivasi dan Hasil Belajar PPKn Pada Siswa SMA di Kabupaten Bantaeng. Skripsi. Jurusan Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing Oleh Suardi Sebagai Pembimbing I dan Abdul Aziz Sebagai Pembimbing II.

Adapun tujuan penelitian yaitu untuk mengetahui pengaruh implementasi kurikulum merdeka terhadap motivasi dan hasil belajar PPKn pada siswa SMA di Kabupaten Bantaeng, untuk mengetahui faktor pendukung dan penghambat implementasi kurikulum merdeka terhadap motivasi dan hasil belajar PPKn pada siswa SMA di Kabupaten Bantaeng, kemudian untuk mengetahui dampak implementasi kurikulum merdeka terhadap motivasi dan hasil belajar PPKn pada siswa SMA di Kabupaten Bantaeng.

Penelitian ini menggunakan metode penelitian campuran (mixed methods). Teknik pengumpulan data kualitatif berupa observasi, wawancara dan dokumentasi. Sedangkan teknik pengumpulan data kuantitatifnya berupa angket google form.

Hasil penelitian ini adalah 1) Implementasi kurikulum merdeka secara efektif berpengaruh terhadap motivasi dan hasil belajar PPKn pada siswa SMA di Kabupaten Bantaeng. Kurikulum merdeka dirancang untuk lebih mengutamakan pengembangan karakter dan keterampilan siswa. Keterlibatan dan keaktifan siswa dalam pembelajaran serta pendekatan kurikulum yang digunakan menekankan pada pembelajaran kontekstual, bebas, dan mandiri yang akan meningkatkan motivasi dan hasil belajar PPKn pada siswa.

Pada pengimplementasian kurikulum merdeka terdapat faktor pendukung dan penghambat. Yang termasuk faktor pendukung ialah perencanaan, isi kurikulum, pendidik, serta sarana dan prasarana. Sedangkan faktor penghambat implementasi kurikulum merdeka seperti media pembelajaran yang kurang mendukung serta sarana dan prasarana yang kurang memadai.

Adapun dampak yang terjadi setelah implementasi kurikulum merdeka dibagi atas dua, yaitu dampak positif dan dampak negatif. Pada dampak positif seperti (i) siswa dapat mengeksplor diri sesuai minat dan bakatnya, (ii) guru memiliki banyak peluang untuk mengajarkan hal-hal baru. Sedangkan pada dampak negatif seperti (i) ketidakjelasan pemahaman materi, (ii) siswa lebih banyak mengeluarkan biaya untuk menunjang proses pembelajaran.

Kata Kunci: Kurikulum Merdeka; Motivasi Belajar; Hasil Belajar.

ABSTRACT

Nur Elmi, 2024. The Effect of Implementing the Independent Curriculum on Motivation and PPKn Learning Outcomes for High School Students in Bantaeng Regency. Thesis. Department of Pancasila and Citizenship Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

Supervised by Suardi as Supervisor I and Abdul Aziz as Supervisor II.

The research objectives are to determine the effect of the implementation of the independent curriculum on the motivation and learning outcomes of PPKn among high school students in Bantaeng Regency, to determine the supporting and inhibiting factors of implementing the independent curriculum on the motivation and learning outcomes of PPKn among high school students in Bantaeng Regency, then to determine the impact of implementation Independent curriculum on motivation and PPKn learning outcomes in high school students in Bantaeng Regency.

This research uses mixed research methods. Qualitative data collection techniques include observation, interviews and documentation. Meanwhile, the quantitative data collection technique is in the form of a Google Form questionnaire.

The results of this research are 1) The implementation of the independent curriculum effectively influences the motivation and learning outcomes of PPKn among high school students in Bantaeng Regency. The independent curriculum is designed to prioritize the development of students' character and skills. Student involvement and activeness in learning and the curriculum approach used emphasize contextual, free and independent learning which will increase students' motivation and Civics learning outcomes.

In implementing the independent curriculum there are supporting and inhibiting factors. Supporting factors include planning, curriculum content, educators, and facilities and infrastructure. Meanwhile, factors inhibiting the implementation of the independent curriculum include unsupportive learning media and inadequate facilities and infrastructure.

The impacts that occur after the implementation of the independent curriculum are divided into two, namely positive impacts and negative impacts. Positive impacts such as (i) students can explore themselves according to their interests and talents, (ii) teachers have many opportunities to teach new things. Meanwhile, there are negative impacts such as (i) unclear understanding of the material, (ii) students spending more money to support the learning process.

Keywords: Independent Curriculum; Motivation to learn; Learning outcomes.