

## ABSTRAK

**Nasrah**, 2024 Implementasi Kurikulum Merdeka Belajar Dalam Perspektif Sosiologi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing I Fatimah Azis dan Pembimbing II Kaharuddin.

Kurikulum merdeka belajar baru dilaksanakan di SMA Negeri 5 Barru. Awalnya guru-guru belum memahami penerapannya. Pelaksanaan kurikulum merdeka belajar dilaksanakan baru satu tahun berjalan pada kelas X, sementara kelas XI dan kelas XII menggunakan K13. Pihak sekolah memberikan sosialisasi dan melakukan pelatihan-pelatihan untuk guru-guru dan belajar mandiri melalui PMM yang sudah di siapkan pemerintah.

Penelitian ini bertujuan untuk mengetahui implementasi, faktor penghambat dan pendukung, serta dampak dari kurikulum merdeka belajar di SMA Negeri 5 Barru. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan fenomenologi, dengan 7 responden sebagai informan. Data primer dan sekunder dikumpulkan melalui observasi, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa keterlibatan siswa dalam kurikulum merdeka belajar sangat aktif, sementara faktor penghambatnya termasuk kurangnya informasi mendalam, sarana prasarana pendukung yang belum tersedia, dan persiapan tenaga pendidik yang belum maksimal. Namun, faktor pendukungnya adalah keberadaan guru penggerak yang membantu dalam implementasi kurikulum merdeka. Dampak positifnya adalah kolaborasi antara guru dan siswa dalam menentukan teknik belajar yang sesuai dengan kebutuhan dan gaya belajar siswa.

**Kata Kunci; Implementasi, Kurikulum, Merdeka Belajar**

## ABSTRACT

**Nasrah, 2024.** Implementation of *Merdeka Belajar* Curriculum in Sociological Perspective. Faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. Supervised by Fatimah Azis and Kaharuddin.

*Merdeka Belajar* curriculum has just been implemented at SMA Negeri 5 Barru. At the beginning, teachers did not understand its application. The implementation of *Merdeka Belajar* curriculum already running for one year in class X, while classes XI and XII use K13 curriculum. The school provided socialization and conducted training for teachers and *Merdeka Belajar* through PMM (Platform of Merdeka Mengajar) that prepared by the government.

This study aimed to determine the implementation, inhibiting and supporting factors, and the impact of *Merdeka Belajar* curriculum at SMA Negeri 5 Barru. The research method used was descriptive qualitative with a phenomenological approach, with 7 respondents as informants. Primary and secondary data were collected through observation, interviews, and documentation.

The results of the study showed that student involvement in *Merdeka Belajar* curriculum was very active, while inhibiting factors included lack of in-depth information, supporting facilities and infrastructure that were not yet available, and less than optimal preparation of teaching staff. However, the supporting factor was the presence of a driving teacher who supported the implementation of the *Merdeka Belajar*. The positive impact was the collaboration between teachers and students in determining learning techniques which appropriate to the needs and learning styles of students.

**Keywords:** *Implementation, Curriculum, Merdeka Belajar*



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