

ABSTRACT

Education in Indonesia still faces various challenges, particularly in improving the quality of learning and students' academic achievement. Therefore, innovation in the education system is needed, one of which is through the implementation of the Merdeka Curriculum. This study aims to determine the implementation of the Merdeka Curriculum and its effect on students' learning achievement in History subjects in class XI MIA 1 at SMA (SLUA) Saraswati 1 Denpasar. This research used a qualitative approach with a descriptive method. The research subjects consisted of the principal, History teacher, and students. Data were collected through observation, interviews, and documentation, while data analysis used the Miles and Huberman model and data validity was tested through triangulation. The results show that the implementation of the Merdeka Curriculum has been carried out well through student-centered learning, the use of various teaching methods, and the application of diagnostic, formative, and summative assessments. The implementation of this curriculum has a positive impact on students' learning achievement, as reflected in increased student engagement, conceptual understanding, and active participation in learning, and is further supported by the increase in students' average score from 76.05 to 92.85 (22.09%). However, there are still some obstacles, such as limited teacher understanding, students' workload, and limited facilities. Therefore, continuous support is needed to optimize the implementation of the Merdeka Curriculum.

Keywords: Merdeka Curriculum, learning achievement, History learning

