

ABSTRAK

Cindy Octavia Br Tarigan, NIM 4173341009 (2017). Analisis Pelaksanaan Praktikum Mikrobiologi Program Studi Pendidikan Biologi Stambuk 2021 FMIPA Unimed Berdasarkan Kurikulum Merdeka Belajar

Penelitian ini bertujuan untuk mengevaluasi efektivitas praktikum mikrobiologi dalam implementasi Kurikulum Merdeka Belajar dan tugas KKNi di FMIPA Unimed. Metode penelitian menggunakan pendekatan deskriptif kuantitatif dengan melibatkan sampel sebanyak 137 mahasiswa Pendidikan Biologi stambuk 2021. Data dikumpulkan melalui angket yang sudah divalidasi oleh dosen ahli pendidikan. Hasil penelitian menunjukkan bahwa perencanaan praktikum mikrobiologi telah dilaksanakan dengan baik (79,17%), pelaksanaan praktikum sangat baik (82,37%), dan evaluasi praktikum baik (80,59%). Mahasiswa merasa diberi kebebasan untuk mengeksplorasi dan berkreasi, sementara dosen berperan efektif sebagai fasilitator. Namun, masih ada ruang peningkatan dalam penyediaan alat praktikum, integrasi tugas KKNi, dan penyelarasan evaluasi dengan standar KKNi. Disarankan untuk meningkatkan ketersediaan alat praktikum, mengadakan sesi konsultasi khusus tugas KKNi, meningkatkan transparansi kriteria penilaian, dan melakukan evaluasi berkala terhadap kesesuaian metode evaluasi dengan standar KKNi.

Kata Kunci :Praktikum Mikrobiologi, Kurikulum Merdeka Belajar, KKNi, Evaluasi Pembelajaran

ABSTRACT

Cindy Octavia Br Tarigan, Student ID 4173341009 (2017). Analysis of Microbiology Practicum Implementation for Program Biology Education Study Program Class of 2021 FMIPA Unimed Based on Merdeka Belajar Curriculum

This study aims to evaluate the effectiveness of microbiology practicum in implementing Merdeka Belajar Curriculum and KKNi tasks at FMIPA Unimed. The research method uses a quantitative descriptive approach by involving a sample of 137 Biology Education students in 2021. Data were collected through a questionnaire that had been validated by expert educational lecturers. The results showed that microbiology practicum planning had been carried out well (79.17%), practicum implementation was very good (82.37%), and practicum evaluation was good (80.59%). Students felt given the freedom to explore and be creative, while lecturers played an effective role as facilitators. However, there is still room for improvement in the provision of practicum tools, integration of KKNi tasks, and alignment of evaluation with KKNi standards. It is recommended to increase the availability of practicum tools, hold special consultation sessions for KKNi assignments, increase the transparency of assessment criteria, and conduct periodic evaluations of the suitability of evaluation methods with KKNi standards.

Keywords: Microbiology Practicum, Merdeka Belajar Curriculum, KKNi, Learning Evaluation