ABSTRAK

Dinda Aulia, NIM 4203141014. Implementasi Kurikulum Merdeka Belajar dengan *Scientific Approach* Pada Materi Fotosintesis di Kelas XI Fase F 3 SMA Negeri 12 Medan Tahun Pembelajaran 2023/2024.

Penelitian ini bertujuan untuk mengetahui keterlaksanaan implementasi kurikulum merdeka dengan *scientific approach* selama pembelajaran biologi, serta mengetahui hambatan penerapan pendekatan saintifik pada pembelajaran biologi di kelas XI Fase F 3 SMA Negeri 12 Medan Tahun Pembelajaran 2023/2024. Jenis penelitian yang digunakan yaitu deskriptif kuantitatif dalam bentuk metode survei. Teknik pengumpulan data dengan menggunakan lembar observasi guru, angket siswa, dan wawancara guru. Hasil analisis data menunjukkan bahwa keterlaksanaan implementasi kurikulum merdeka dengan *scientific approach* dalam kegiatan pembelajaran biologi secara keseluruhan sebesar 94,1% dengan kategori terlaksana amat baik. Sedangkan pelaksanaan inti *scientific approach* dalam materi fotosintesis adalah sebesar 80,5% dengan kategori terlaksana baik, meliputi tahapan mengamati, tahapan menanya, tahapan mengumpulkan informasi, tahapan mengasosiasi, dan tahapan mengkomunikasikan sebesar 83,8%, 71,8%, 85,3%, 74,5%, 87,2%. Tahapan pembelajaran *scientific approach* yang dominan memiliki kendala atau masalah yaitu tahapan menanya, tahapan mengasosiasi, dan tahapan mengkomunikasikan.

Kata Kunci: Kurikulum Merdeka Belajar, *scientific approach*, pembelajaran biologi

ABSTRAC

Dinda Aulia, NIM 4203141014. Implementation of the Independent Learning Curriculum with a *Scientific Approach* to Photosynthesis Material in Class XI Phase F 3 of SMA Negeri 12 Medan for the 2023/2024 Academic Year.

This research aims to determine the implementation of the independent curriculum with a *scientific approach* during biology learning, as well as finding out the obstacles to implementing a *scientific approach* in biology learning in class XI phase F 3 SMA Negeri 12 Medan for the 2023/2024 academic year. The type of research used is descriptive quantitative in the form of survey method. Data collection techniques used teacher observation sheets, student questionnaires, and teacher interviews. The results of data analysis show that the implementation of the independent curriculum with *scientific approach* in biology learning activities as a whole is 94,1% with the category being implemented very well. Meanwhile, the core implementation of the *scientific approach* in photosynthesis material was 80,5% with the category being well implemented, including the observing stage, questioning stage, information gathering stage, associating stage, and communicating stage of 83,8%, 71,8%, 85,3%, 74,5%, 87,2%. The dominant stages of *scientific approach* learning that have abstacles or problems are the questioning stage, the associating stage, and the communicating stage.

Keywords: Independent learning curriculum, *scientific approach*, biology learning