

ABSTRAK

Erni Syahputri Br Panjaitan, Analisis Implementasi Kurikulum Merdeka Belajar dalam Pembelajaran Biologi di Kelas X MAN 1 Labuhanbatu Utara T.P 2025/2026.

Kurikulum Merdeka merupakan kebijakan pendidikan yang dirancang untuk meningkatkan kualitas pembelajaran melalui pendekatan yang berpusat pada peserta didik, fleksibel, dan kontekstual, serta berorientasi pada penguatan Profil Pelajar Pancasila. Dalam pembelajaran Biologi, Kurikulum Merdeka menekankan pemilihan materi esensial, penerapan pembelajaran berbasis proyek, serta penggunaan asesmen diagnostik, formatif, dan sumatif. Namun, implementasinya di satuan pendidikan masih menghadapi berbagai tantangan, terutama terkait kesiapan guru, ketersediaan sarana dan prasarana, serta kemampuan peserta didik dalam beradaptasi dengan pembelajaran mandiri dan berbasis proyek. Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Merdeka dalam pembelajaran Biologi kelas X di MAN 1 Labuhanbatu Utara Tahun Pelajaran 2025/2026 yang ditinjau dari aspek perencanaan, pelaksanaan, dan evaluasi pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian meliputi guru Biologi dan peserta didik kelas X MAN 1 Labuhanbatu Utara. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis secara kualitatif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran Biologi berbasis Kurikulum Merdeka telah disusun sesuai dengan prinsip kurikulum, meskipun masih terdapat kendala dalam penyusunan Alur Tujuan Pembelajaran dan modul ajar. Pelaksanaan pembelajaran berjalan dengan cukup baik, namun pemanfaatan pembelajaran berbasis proyek dan teknologi pembelajaran belum optimal. Evaluasi pembelajaran telah menerapkan asesmen diagnostik, formatif, dan sumatif, tetapi pelaksanaannya masih memerlukan penyesuaian. Secara keseluruhan, implementasi Kurikulum Merdeka dalam pembelajaran Biologi telah terlaksana dengan cukup baik, namun perlu peningkatan melalui penguatan kompetensi guru dan penyediaan sarana pendukung pembelajaran.

Kata Kunci : Kurikulum Merdeka, Pembelajaran Biologi, Implementasi Kurikulum

ABSTRACT

Erni Syahputri Br Panjaitan, NIM 4211141025 (2025) Analysis of the Implementation of the Independent Learning Curriculum in Biology Learning in Class X MAN 1 North Labuhanbatu Academic Year 2025/2026

The Merdeka Curriculum is an educational policy designed to improve the quality of learning through a student-centered, flexible, and contextual approach, while strengthening the Profile of Pancasila Students. In Biology learning, the Merdeka Curriculum emphasizes the selection of essential content, the implementation of project-based learning, and the use of diagnostic, formative, and summative assessments. However, its implementation in educational institutions still faces various challenges, particularly related to teachers' readiness, the availability of facilities and infrastructure, and students' ability to adapt to independent and project-based learning. This study aims to analyze the implementation of the Merdeka Curriculum in Biology learning for Grade X students at MAN 1 Labuhanbatu Utara in the 2025/2026 academic year, focusing on planning, implementation, and evaluation aspects. This research employed a qualitative descriptive approach. The research subjects included Biology teachers and Grade X students at MAN 1 Labuhanbatu Utara. Data were collected through observation, interviews, and documentation. The collected data were analyzed qualitatively through data reduction, data presentation, and conclusion drawing. The results indicate that Biology learning planning based on the Merdeka Curriculum has generally been prepared in accordance with curriculum principles, although there are still obstacles in developing the Learning Objectives Flow and teaching modules. The implementation of learning has been carried out fairly well; however, the use of project-based learning and educational technology has not been fully optimized. Learning evaluation has applied diagnostic, formative, and summative assessments, yet their implementation still requires adjustment. Overall, the implementation of the Merdeka Curriculum in Biology learning has been conducted quite well, but further improvement is needed through strengthening teachers' competencies and providing adequate supporting learning facilities.

Keywords : Merdeka Curriculum, Biology learning, curriculum implementation