

ABSTRAK

Gea, Destrawati Kristian. 2025. Dampak implementasi kurikulum merdeka bagi Guru dan siswa dalam pembelajaran biologi di SMA Negeri 1 Tuhemberua. Pembimbing Drs. Desman Telaumbanua, M.Pd.

Penelitian ini dilatar belakangi oleh implementasi kurikulum merdeka di SMA Negeri 1 Tuhemberua yang sudah berjalan 2 tahun namun masih belum efektif diterapkan dalam pembelajaran. Tujuan penelitian ini adalah (1) Menilai dampak Positif Dan Negatif Implementasi Kurikulum Merdeka Terhadap Guru dalam Pembelajaran Biologi Di SMA Negeri 1 Tuhemberua, (2) Menilai dampak Positif Dan Negatif Implementasi Kurikulum Merdeka Terhadap Siswa dalam Pembelajaran Biologi Di SMA Negeri 1 Tuhemberua. Jenis penelitian yang digunakan adalah metode campuran (mixed methods) yaitu gabungan metode kuantitatif dan kualitatif. Subjek penelitian ini yaitu guru mata pelajaran biologi sebanyak 3 orang dan siswa kelas XI sebanyak 30 orang di pilih secara acak. instrumen penelitian yang digunakan yaitu (1) Lembar wawancara guru, (2) lembar observasi pembelajaran, (3) lembar angket siswa. Hasil penelitian yaitu dampak positif dan negatif bagi guru, dampak positif yaitu memberikan ruang bagi guru untuk berkembang secara kreatif, mandiri, dan merancang pembelajaran yang sesuai dengan minat serta bakat masing-masing. Dan menciptakan pembelajaran yang menarik dalam mengajar, inovatif, serta mampu memotivasi siswa. Dampak negatif guru mengalami kesulitan dalam membuat modul ajar yang sesuai dengan kurikulum merdeka, kemudian guru biologi cenderung menggunakan asesmen sumatif saja walaupun dalam kurikulum merdeka terdapat asesmen diagnostik dan asesmen formatif dan guru mengalami peningkatan beban kerja, kurangnya kemudahan dalam mengakses materi pembelajaran serta kesulitan dalam mengelola kelas. Dampak implementasi kurikulum merdeka bagi siswa di SMA Negeri 1 Tuhemberua memberikan dampak positif dan negatif. Dampak positif yang dirasakan antara lain meningkatnya kemampuan siswa dalam memahami dan menerapkan nilai-nilai Pancasila, berpikir kritis dan inovatif, mengambil keputusan yang tepat, serta mengembangkan keterampilan melalui pembelajaran berbasis proyek. Dampak negatif yang dirasakan antara lain adalah kesenjangan capaian belajar antara siswa berkemampuan tinggi dan rendah, kesulitan dalam belajar mandiri akibat kurangnya struktur dan panduan, keterbatasan sumber daya belajar seperti buku dan perangkat teknologi, serta terjadinya ketimpangan akses terhadap fasilitas pembelajaran. Dampak negatif implementasi kurikulum merdeka bagi siswa, sesuai dengan hasil perhitungan angket mendapatkan kategori rendah. Presentase dampak bagi siswa, dampak positif mendapat 64% dan dampak negatif sebesar 36%.

Kata kunci : *Kurikulum merdeka, dampak positif, dampak negatif, guru, siswa, pembelajaran biologi.*

ABSTRACT

Gea, Destrawati Kristian. 2025. The impact of implementing the independent curriculum for teachers and students in biology learning at SMA Negeri 1 Tuhemberua. Supervisor Drs. Desman Telaumbanua, M.Pd.

This research is based on the background of the independent curriculum at SMA Negeri 1 Tuhemberua which has been running for 2 years but has not been effectively implemented in learning. The objectives of this study are (1) To assess the positive and negative impacts of the implementation of the independent curriculum on teachers in biology learning at SMA Negeri 1 Tuhemberua, (2) To assess the positive and negative impacts of the implementation of the independent curriculum on students in biology learning at SMA Negeri 1 Tuhemberua. The type of research used is a mixed method, namely a combination of quantitative and qualitative methods. The subjects of this study were 3 biology subject teachers and 30 grade XI students selected randomly. The research instruments used were (1) Teacher interview sheets, (2) learning observation sheets, (3) student questionnaire sheets. And create interesting learning in teaching, innovative, and able to motivate students. The negative impact of teachers having difficulty in creating teaching modules that are in accordance with the independent curriculum, then biology teachers tend to use only summative assessments even though the independent curriculum contains diagnostic assessments and formative assessments and teachers experience increased workloads, lack of ease in accessing learning materials and difficulties in managing classes. The impact of implementing the independent curriculum for students at SMA Negeri 1 Tuhemberua has positive and negative impacts. The positive impacts felt include increasing students' ability to understand and apply Pancasila values, think critically and innovatively, make the right decisions, and develop skills through project-based learning. The negative impacts felt include the gap in learning achievement between high and low-ability students, difficulties in independent learning due to lack of structure and guidance, limited learning resources such as books and technological devices, and inequality in access to learning facilities. The negative impact of implementing the independent curriculum for students, according to the results of the questionnaire calculation, is in the low category. The percentage of impact on students, positive impacts get 64% and negative impacts are 36%.

Keywords : *Independent curriculum, positive impacts, negative impacts, teachers, students, biology learning.*