

ABSTRAK

Agustiamona, Annisa. 2026. Analisis Kendala Implementasi Kurikulum Merdeka oleh Mahasiswa Asisten Mengajar Pada Pembelajaran Biologi. Skripsi. Program Studi Pendidikan Biologi, FKIP, Universitas Maritim Raja Ali Haji. Pembimbing I: Elfa Oprasmani, S.Pd., M.Pd., Pembimbing II: Dios Sarkity, S.Pd., M.Pd.

Kata Kunci: Kendala Implementasi, Kurikulum Merdeka, Mahasiswa Asisten Mengajar, Pembelajaran Biologi, Microteaching

Mahasiswa asisten mengajar dalam program Merdeka Belajar Kampus Merdeka (MBKM) dituntut mengimplementasikan Kurikulum Merdeka meskipun masih dalam tahap belajar dan belum menempuh mata kuliah Microteaching, sehingga diduga menghadapi berbagai kendala, khususnya pada pembelajaran Biologi. Penelitian ini bertujuan menganalisis kendala tersebut ditinjau dari dimensi pengetahuan, perencanaan, pelaksanaan, dan penilaian pembelajaran. Penelitian menggunakan pendekatan kuantitatif deskriptif dengan metode survei terhadap 30 mahasiswa asisten mengajar Biologi angkatan 2023 Universitas Maritim Raja Ali Haji, yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan menggunakan angket skala Likert 4 opsi dengan 56 item valid, kemudian dianalisis secara deskriptif menggunakan nilai rata-rata dan persentase untuk setiap dimensi. Hasil penelitian menunjukkan bahwa mahasiswa mengalami kendala pada kategori Mudah, dengan rata-rata skor keseluruhan 2,09 (52,27%). Kendala tertinggi ditemukan pada dimensi perencanaan pembelajaran (54,25%), diikuti pelaksanaan (52,05%), penilaian (50,70%), dan pengetahuan tentang Kurikulum Merdeka (50,12%), terutama pada penyusunan modul ajar, pembelajaran berdiferensiasi, dan asesmen diagnostik. Dengan demikian, dapat disimpulkan bahwa mahasiswa asisten mengajar Biologi masih tergolong mudah dalam mengimplementasikan Kurikulum Merdeka, meskipun masih terdapat ruang untuk peningkatan, terutama pada aspek perencanaan dan pelaksanaan pembelajaran.

ABSTRACT

Agustiamona, Annisa. 2026. Analysis of Obstacles in Implementing the Merdeka Curriculum by Teaching Assistant Students in Biology Learning. Undergraduate Thesis. Biology Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Supervisor I: Elfa Oprasmani, S.Pd., M.Pd., Supervisor II: Dios Sarkity, S.Pd., M.Pd.

Keywords: Implementation Obstacles, Merdeka Curriculum, Teaching Assistant Students, Biology Learning, Microteaching

Teaching assistant students in the Merdeka Belajar Kampus Merdeka (MBKM) program were required to implement the Merdeka Curriculum despite still being in the learning stage and not having taken the Microteaching course, so they were assumed to face various obstacles, particularly in Biology learning. This study aimed to analyze these obstacles across the dimensions of knowledge, planning, implementation, and assessment. The study employed a quantitative descriptive approach with a survey method involving 30 Biology teaching assistant students from the 2023 cohort at Raja Ali Haji Maritime University, selected through purposive sampling. Data were collected using a 4-option Likert scale questionnaire with 56 valid items, then analyzed descriptively using mean scores and percentages for each dimension. The results showed that the students experienced obstacles in the "Easy" category, with an overall average score of 2.09 (52.27%). The highest obstacles were found in the learning planning dimension (54.25%), followed by implementation (52.05%), assessment (50.70%), and knowledge of the Merdeka Curriculum (50.12%), particularly in developing teaching modules, designing differentiated learning, and conducting diagnostic assessment. It can be concluded that Biology teaching assistant students are still relatively capable of implementing the Merdeka Curriculum, although there is still room for improvement, particularly in the aspects of planning and implementation.