

**SINERGITAS PEMBELAJARAN BIOLOGI
DENGAN IMPLEMENTASI KURIKULUM MERDEKA
DI SMA NEGERI 1 RENDANG**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis *sinergitas* antara pembelajaran biologi dan implementasi *Kurikulum Merdeka* di *SMA Negeri 1 Rendang*, dengan fokus pada kemampuan adaptasi guru. Metode yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data melalui wawancara, observasi, kuesioner, dan dokumentasi. Responden terdiri dari 210 siswa kelas X dan XI, dua guru biologi, kepala sekolah, wakil kepala sekolah bidang kurikulum, serta wakil kepala sekolah bidang sarana dan prasarana. Penelitian ini mengacu pada kerangka *Input-Proses-Output*, di mana input terdiri dari guru dan siswa, proses adalah *sinergitas* pembelajaran biologi dengan implementasi *Kurikulum Merdeka*, dan output mencakup (1) hasil analisis tindakan, (2) tingkat adaptasi guru, (3) respons siswa terhadap pendekatan pembelajaran, dan (4) ketersediaan sumber belajar. Hasil penelitian menunjukkan bahwa sebagian besar guru biologi di *SMA Negeri 1 Rendang* memiliki pemahaman yang baik tentang *Kurikulum Merdeka*, termasuk pembelajaran berpusat pada siswa, berbasis proyek, dan fleksibilitas. Guru menunjukkan berbagai bentuk adaptasi dalam perencanaan dan pelaksanaan pembelajaran, dari kepatuhan terhadap pedoman hingga inovasi berdasarkan kondisi kelas. Namun, tantangan utama adalah kurangnya kolaborasi dengan orang tua, komunitas, dan industri. Beberapa guru telah berinovasi dalam asesmen sesuai *Kurikulum Merdeka*, sementara yang lain masih menggunakan metode konvensional. Meskipun siswa menunjukkan respons positif, hambatan seperti keterbatasan fasilitas dan kurangnya kolaborasi masih perlu diatasi. Penelitian ini merekomendasikan pelatihan intensif bagi guru, peningkatan sarana, dan penguatan kolaborasi antara sekolah, orang tua, dan masyarakat.

Kata Kunci: Sinergitas, pembelajaran biologi, *Kurikulum Merdeka*, adaptasi guru, kolaborasi, asesmen, sumber belajar.

**SYNERGITY OF BIOLOGY LEARNING
WITH THE IMPLEMENTATION OF THE INDEPENDENT
CURRICULUM AT RENDANG 1 STATE HIGH SCHOOL**

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ABSTRACT

This research aims to analyze the synergy between biology learning and the implementation of the Merdeka Curriculum at SMA Negeri 1 Rendang, with a focus on teachers' adaptability. The method used is descriptive qualitative, with data collection techniques through interviews, observation, questionnaires and documentation. Respondents consisted of 210 students in grades X and XI, two biology teachers, the principal, deputy principal for curriculum, and deputy principal for facilities and infrastructure. This research refers to the Input-Process-Output framework, where the input consists of teachers and students, the process is the synergy of biology learning with the implementation of the Merdeka Curriculum, and the output includes (1) the results of action analysis, (2) the level of teacher adaptation, (3) student responses to learning approaches, and (4) availability of learning resources. The research results show that the majority of biology teachers at SMA Negeri 1 Rendang have a good understanding of the Merdeka Curriculum, including student-centred, project-based and flexibility learning. Teachers show various forms of adaptation in planning and implementing learning, from compliance with guidelines to innovation based on classroom conditions. However, the main challenge is the lack of collaboration with parents, communities and industry. Some teachers have innovated in assessment according to the Independent Curriculum, while others still use conventional methods. Although students show positive responses, obstacles such as limited facilities and lack of collaboration still need to be overcome. This research recommends intensive training for teachers, improving facilities, and strengthening collaboration between schools, parents and the community.

Keywords: *Synergy, biology learning, Independent Curriculum, teacher adaptation, collaboration, assessment, learning resources.*