

ABSTRAK

Subhanallah. 2024. *Analisis Kesulitan Guru Biologi dalam Melaksanakan Kurikulum Merdeka Belajar di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo*. Skripsi, Program Studi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember.
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Kata Kunci: kesulitan guru biologi, kurikulum merdeka belajar, SMA.

Pada penelitian ini berfokus untuk mengetahui kesulitan yang dihadapi guru biologi dalam melaksanakan kurikulum merdeka belajar di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo. Masalah dalam penelitian ini adalah bagaimana kesulitan guru biologi dalam melaksanakan kurikulum merdeka belajar di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo dan bagaimana upaya guru biologi dalam melaksanakan kurikulum merdeka belajar di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo. Penelitian ini bertujuan Untuk menganalisis kesulitan guru biologi dalam melaksanakan kurikulum merdeka belajar di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo dan untuk mengetahui upaya guru biologi dalam melaksanakan kurikulum merdeka belajar di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo.

Penelitian dilaksanakan di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo. Jenis penelitian ini adalah kualitatif, dengan metode pengumpulan data meliputi dokumentasi, observasi, dan wawancara. Analisis data ini meliputi reduksi data, penyajian data, penarikan kesimpulan atau validasi.

Berdasarkan hasil kesulitan guru biologi di SMA Se-Kecamatan Paiton, Kabupaten Probolinggo, pada indikator kompetensi pedagogik yaitu; karakteristik siswa, memahami pengetahuan konten pembelajaran dan cara mengajarkannya, komponen modul ajar, serta fasilitas, pada indikator kompetensi kepribadian yaitu; kesulitan berorientasi pada peserta didik, keterbatasan waktu, keberagaman kebutuhan peserta didik, subjektivitas evaluasi, perbedaan pendapat atau pendekatan, pada indikator kompetensi sosial yaitu; keterbatasan sumber daya, tantangan dalam mengelola konflik, kurangnya pemahaman tentang evaluasi, tantangan dalam menerapkan perbaikan, kesulitan dalam melibatkan semua pihak, kurangnya waktu, pada indikator kompetensi profesional yaitu; kurangnya pengetahuan konten, tidak memahami karakteristik peserta didik, kurangnya pengetahuan tentang komponen kurikulum, tidak mengaitkan pengetahuan konten dengan pengajaran, dengan upaya mengikuti Platform Merdeka Mengajar (PMM) dan Musyawarah Guru Mata Pelajaran (MGMP).

ABSTRACT

Subhanallah. 2024. *Analysis of Biology Teachers' Difficulties in Implementing the Independent Learning Curriculum in High Schools in Paiton District, Probolinggo Regency*. Thesis, Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Penbimbing: (1) Dr. Kukuh Munandar, M.Kes., (2) Novy Eurika, S.Si., M.Pd.

Keywords: Biology teacher difficulties, independent learning curriculum, high school.

This research focuses on finding out the difficulties faced by biology teachers in implementing the independent learning curriculum in high schools in Paiton District, Probolinggo Regency. The problem in this research is how difficult it is for biology teachers to implement the independent learning curriculum in high schools in Paiton District, Probolinggo Regency and how biology teachers try to implement the independent learning curriculum in high schools in Paiton District, Probolinggo Regency. This research aims to analyze the difficulties of biology teachers in implementing the independent learning curriculum in high schools in Paiton District, Probolinggo Regency and to determine the efforts of biology teachers in implementing the independent learning curriculum in high schools in Paiton District, Probolinggo Regency.

The research was carried out at high schools in Paiton District, Probolinggo Regency. This type of research is qualitative, with this method including documentation, observation and interview techniques.

Based on the results of the difficulties of biology teachers in high schools in Paiton District, Probolinggo Regency, the pedagogical competency indicators are; student characteristics, understanding of learning content and how to teach it, open module components, and facilities, on personality competency indicators, namely; difficulty focusing on students, time constraints, diversity of student needs, subjective evaluation, differences in opinions or approaches, on indicators of social competence, namely; limited resources, challenges in managing conflict, lack of understanding of evaluation, challenges in implementing improvements, difficulties in involving all parties, lack of time, on professional competency indicators namely; lack of content knowledge, not understanding the characteristics of students, lack of knowledge about curriculum components, not understanding content knowledge with teaching, with efforts to participate in the Independent Teaching Platform (PMM) and Subject Teacher Conference (MGMP).