Students' Perceptions of Biology Learning in the Implementation of the Merdeka Curriculum

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Abstract: The Merdeka Curriculum is being implemented after several curriculum changes in Indonesia. The Indonesian government has adjusted the curriculum as much as possible to meet the expected educational objectives. Merdeka Curriculum is a curriculum centred on a learner interest and talent approach. The Merdeka Curriculum seeks to form resilient, independent, and creative learners through a more open and inclusive approach. This study analyses students' perceptions of biology learning in implementing the Merdeka Curriculum at MAN 2 Pontianak. This research uses a descriptive method with a qualitative approach. This research was conducted in July 2024 at MAN 2 Pontianak, South Pontianak District, Pontianak City. The sample used in this study amounted to 140 students in the biology interest class. The data collection technique in this study used a survey with a questionnaire instrument. The questionnaire consists of 38 statements. Based on the results of data processing and analysis of the research data that has been described, it is found that the average of all indicators on the independent curriculum variable is 77% good category, then on the cognitive understanding variable, the average of all indicators is 71% good category. On the Pancasila student profile variable, the average of all indicators is 80% good category. Based on the overall results of the recapitulation of all indicators of students' perceptions of biology learning at MAN 2 Pontianak, the average is 76% in the good category. Thus, students can implement the independent curriculum at MAN 2 Pontianak well. This indicates that the independent curriculum can encourage adequate cognitive understanding, strengthen the values of the Pancasila learner profile, and create compelling learning experiences. Therefore, this curriculum can be a solid foundation for continuously improving the quality of learning at MAN 2 Pontianak.

Keywords: Biology Learning; Merdeka Curriculum; Perception.

Introduction

The education curriculum is always dynamic, responsive, adaptive, and anticipatory. The curriculum needs to be adapted to the technological era and the needs and circumstances of the student. Currently, one form of the latest curriculum improvement that is being carried out is the independent curriculum developed by the Department of Education Ministry and Culture, Research and Technology in 2020; this curriculum was used as an emergency curriculum when the emergence of the COVID-19 pandemic was carried out to restore learning because many students experience learning loss, they have difficulty achieving the essential competencies that must be understood as students [1-3]. The independent curriculum policy is a solution to the lagging of education in Indonesia. The independent curriculum's purpose is to answer previous education problems. The independent curriculum plays a role in developing students' potential and competencies. Through a relevant and interactive learning process, this curriculum aims to foster potential. One is interactive learning by doing projects [4-7].

The autonomous curriculum is centered around the talents and interests of students so that they can have the freedom to learn innovatively and creatively so that the learning process can run effectively and optimally during the learning process [8-10]. The independent curriculum offers optimism for improving student learning by considering the significance of learning and each student's individuality. An independent learning curriculum serves as an assessment tool for the 2013 curriculum that emphasizes diverse extracurricular learning in which the content will be optimized so that learners have sufficient time to delve into concepts and enhance competencies [11-13].

Independent learning curriculum was born to liberate learners or learner-centered education, not merely giving freedom to learners, but learning oriented towards competency development, namely learner-centered learning where learners can become agents in their learning so that learners have the opportunity to learn to organize themselves in the learning process [14]. Relevant and contextual learning and a flexible curriculum with content that is not dense, in other words, independent learning according to students' nature and the era's character. The independent curriculum is a learning framework that allows students to engage in a serene, easygoing, and enjoyable manner, free from stress and pressure, enabling them to express their natural talents. Independent learning prioritizes freedom and encourages creative thinking [15-18].

The independent curriculum features a variety of intracurricular learning experiences where the information

and media provided will be maximized to ensure that learners have sufficient time to investigate concepts and enhance their competencies. Teachers are free to select various teaching resources, allowing learning to be customized to meet the requirements and preferences of the students. Projects aimed at reinforcing the Pancasila learner profile are created focusing on specific themes set by the government. These projects are not designed to meet specific learning objectives that are met; thus, they are not confined to a particular subject [19-22].

The independent curriculum emphasizes cultivating students' character and soft skills, commonly called P5. This curriculum also focuses on executing a project to reinforce the Pancasila student profile. Essential, relevant, and comprehensive content is needed to ensure learners have time to explore and build their innovation and creativity to achieve essential learner competencies [23-25]. Independent learners can direct the purpose, method, and assessment of their learning, typified by the mystery of competencies and personalization rather than focus on consistently prepared outcomes [26-27]. The independent curriculum's learning process increasingly emphasizes students' character building; this emphasis is applied to teachers' and students' ability to effectively communicate through teaching and learning activities using the discussion method [28].

With the Merdeka Curriculum, the learning process is anticipated to be more meaningful, in-depth, unhurried, and fun. The Merdeka Curriculum is centered on the approach to students' interests and talents. The Merdeka Curriculum seeks to form resilient, independent, and creative learners through a more open and inclusive approach. The Merdeka Curriculum has advantages because it focuses on essential material and gives learners, principals, and teachers independence in choosing appropriate learning [29-32].

The Merdeka Curriculum in biology subjects can provide opportunities for teachers and schools to develop more creative and innovative learning approaches. Teachers can choose more varied and interactive learning methods in the Merdeka Curriculum, such as experimental methods or modern learning media. Curriculum changes in biology subjects can affect the learning process and student learning outcomes. These changes include various things, such as reducing or adding subject matter, changing teaching methods, and increasing the difficulty level of assignments and exams [33-34].

Research on learner perception analysis can help policymakers improve the curriculum and learning process to adapt to student's needs and abilities. This research can also help teachers understand students' needs and interests in studying biology improve teaching skills, and know students' interests and needs. Thus, one way to achieve these goals is to analyze students' perceptions of biology learning in implementing the Merdeka Curriculum at MAN 2 Pontianak. The indicators used in this study to determine students' perceptions of the implementation of the independent curriculum are 19 indicators, namely constructivism, asking questions, learning community, modeling, reflection, authentic assessment, explaining the material that has been taught by the educator, describing the material in their language, writing down the main points of the material, giving real examples related to the material

presented by the educator, providing material conclusions, classifying material, having faith, fearing God Almighty and having noble character, global diversity, cooperation, independence, critical and creative reasoning.

Research Methods

This study employs a descriptive method with a qualitative approach, intending to outline the situation or condition of ongoing phenomena. The phenomenon described is the student's perception of biology learning in the classroom using the independent curriculum at MAN 2 Pontianak, Pontianak City. This research was conducted in July 2024 at MAN 2 Pontianak, South Pontianak District, Pontianak City. The sample used in this study amounted to 140 students from the biology interest class.

The data collection method utilized in this study involved a survey employing a questionnaire as the instrument. The questionnaire contains questions regarding students' perceptions of biology learning in implementing an independent curriculum based on student's knowledge during the learning process. This study uses a questionnaire (✓) checklist so that respondents only provide a checklist (✓) in the designated column. The statements in the questionnaire consist of 19 indicators, which are then compiled into 38 statements; each indicator contains statements (+) and statements (-). The questionnaire was distributed manually based on paper, and filling was carried out for 1 hour.

The results of filling out the questionnaire were recapitulated for each indicator. The results are then calculated as the average percentage is analyzed using four categories: Very Good, Good, Fairly Good, and Less Good. Calculation of questionnaire results using the percentage formula (%) in general as follows:

P = F/N x 100%
P = Percentage sought (%)
F = Frequency
N = Number of Respondents

Table 1. Categories of students' perceptions of biology learning in implementing an independent curriculum [35].

Percentage	Description
83%-100%	Very Good
64%-82%	Good
45%-63%	Good Enough
25%-44%	Less Good

[35]

Results and Discussion

This research was conducted at MAN 2 Pontianak in July 2024. The data presented are the results of distributing questionnaires about students' perceptions of biology learning in implementing the independent curriculum implemented at MAN 2 Pontianak, distributed to 140 students of Biology interest class. Each questionnaire consists of 38 statements in the form of choices and must be answered by students by giving a mark (✓). From 19 indicators arranged into 38 statements, each indicator contains a statement (+) & statement (-). Then, each sub-indicator is calculated based on the percentage of each statement item the respondent has filled in. The results are

then calculated as the average percentage is analyzed using four categories: Very Good, Good, Fairly Good, and Less Good.

Based on the calculation of the results of the questionnaire that has been carried out, the percentage per indicator of students' perceptions can be seen in Table 2 as follows:

Table 2. Recapitulation of All Indicators of Students' Perceptions of Biology Learning in Implementing the Merdeka Curriculum

No	Variable	Indicator	% (category)
1.	Independent Curriculum	1. Constructivism	75% (Good)
		2. Inquiry	72% (Good)
		3. Ask	78% (Good)
		4. Learning Community	83% (Very Good)
		5. Modelling	80% (Good)
		6. Reflection	72% (Good)
		7. Authentic Assessment	77% (Good)
Average			77% (Good)
2.	Cognitive Comprehension	8. Explain the material that the educator has taught	67% (Good)
		9. Describe the material in your own words or language	66% (Good)
		10. Writing down the main points of the material (summarizing the material)	76% (Good)
		11. Giving real examples related to the material presented by the educator	74% (Good)
		12. Provide a summary of the material that has been taught	73% (Good)
		13. Classifying a material	68% (Good)
Average			71% (Good)
3.	Profile of Pancasila Students	14. Believing, Fearing God Almighty, and Having a Noble Character	90% (Very Good)
		15. Global Diversity	83% (Very Good)
		16. Cooperation	84% (Very Good)
		17. Independent	72% (Good)
		18. Critical Thinking	78% (Good)
		19. Creative	74% (Good)
Average			80% (Good)
Average of all indicators			76% (Good)

Table 2. shows the results of students' perceptions of biology education in applying an independent curriculum at MAN 2 Pontianak. In the independent curriculum variable, the highest value is in indicator 4 (Learning Community), with a percentage of 83% in the very good category. The lowest value is in indicators 2 (Inquiry) and 6 (Reflection), with 72% in the good category. The average is 77% in the good category.

In the cognitive understanding variable, the highest value is in indicator 3 (Writing down the main points of the material or summarizing the material), with a percentage of 76% in the good category. The lowest score was on indicator 2 (Describing the material in one's own words or language), with a percentage of 66% in the good category. The average is 71% in the good category.

In the Pancasila student profile variable, the highest value is in indicator 1 (Having faith, reverence for God Almighty, and possessing noble character), with a percentage of 90% in the excellent category, with the lowest value found in indicator 4 (Independent) with a rate of 72% in the good category. The average is 80% in the good category.

Based on the data analysis results presented, the study's results will then be explained; it can be seen that, overall, the independent curriculum variables, cognitive understanding, and the profile of Pancasila students have been appropriately implemented. In the independent curriculum variable, the indicator with the highest answer is the learning community indicator; students do group work in the classroom, where students share ideas and exchange experiences with other friends in the implementation process. This statement is based on research [36], which explains that there are aspects of increasing students' ability to do group work, namely how students discuss and exchange opinions about good assignments with other friends. Then, there are two lowest results, namely in the inquiry and reflection indicators, but students can still do this well. In the inquiry indicator, students familiarize themselves with critical thinking and find an understanding of the observation process carried out. These results are explained by research [37], demonstrating that students mobilize their abilities to formulate understanding discoveries and critically investigate them in inquiry learning. Then, on the reflection indicator, students reflect on biology learning by stating the material the teacher taught at the lesson's end. The results of this acquisition align with research [38], which describes the results of students' reflections on improving critical thinking skills by using a reflection strategy at the end of learning, which is an alternative to activating students in learning.

In the cognitive understanding variable, the indicator with the highest answer is the indicator of writing the main points of the material; students can summarize the material by writing down the essential points. This aligns with the research results conducted by [39], which proves that students who are taught or told to summarize what has been taught will show better results. Learning by summary can increase learning potential and facilitate the learning process for students. Then, the lowest results are in describing the material in their language, but students can still do this well. Learners can describe the biological material the teacher taught in their language. These results are from previous research presented by [40], which showed that students can formulate their understanding of the material using their own language to improve their learning outcomes.

In the Pancasila learner profile variable, the indicators with the highest answer are the indicators of faith, reverence for God Almighty, and noble character. , students learn how to do good to others, always worship by the teachings of the religion they follow, and always pray before starting learning in class. This is consistent with the research by [41], who explained that instilling religious knowledge will give birth to good morals in students. This is because morals occupy a critical position in this life; students' knowledge must be accompanied by noble morals to be utilized for the good of others. Then, the lowest results are in the independent indicators, but students can still do this well. Learners can do assignments and study independently without being told by the teacher. An independent attitude familiarized with the classroom will train students in responsibility. This is due to the research conducted by [42], which indicates that independent learners are students who can take responsibility for the learning process and results.

Thus, the results of this study indicate that the implementation of the independent curriculum at MAN 2 Pontianak has succeeded in supporting biology learning well, which is reflected in the positive perceptions of students on the various indicators analyzed. This indicates that the independent curriculum can encourage adequate cognitive understanding, strengthen the values of the Pancasila learner profile, and create compelling learning experiences. Therefore, this curriculum can be a solid foundation for continuously improving the quality of learning at MAN 2 Pontianak.

Conclusion

According to the findings from data processing and analysis of the research data presented, as a result, it could be stated that the average of all indicators on the independent curriculum variable is 77% in the good category. On the cognitive understanding variable, the average of all indicators is 71% in the good category, and on the Pancasila student profile variable, the average is 80% in the good category. Based on the overall results of the recapitulation of all indicators of students' perceptions of biology learning at MAN 2 Pontianak, the average is 76% in the good category. Thus, students can implement the independent curriculum at MAN 2 Pontianak well.

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