

ABSTRAK

IDENTIFIKASI KESULITAN GURU BIOLOGI DALAM PENERAPAN PEMBELAJARAN BERDIFERENSIASI PADA KURIKULUM MERDEKA DI SMAN 1 DEPOK SLEMAN

Faustinus Ragil Florialdi

191434059

Pendidikan Biologi

Berdasarkan hasil wawancara dan observasi awal di SMAN 1 Depok Sleman, diketahui bahwa pemahaman guru biologi terkait konsep pembelajaran berdiferensiasi masih rendah, guru cenderung terkendala dalam mengidentifikasi gaya belajar, dan masih menggunakan metode pembelajaran yang bersifat konvensional. Penelitian ini bertujuan untuk mengetahui kesulitan guru biologi dan mengidentifikasi faktor-faktor yang mempengaruhi kesulitan guru dalam penerapan pembelajaran berdiferensiasi di SMAN 1 Depok Sleman. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan metode studi kasus deskriptif. Subjek dalam penelitian ini menggunakan 2 orang guru biologi. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Hasil penelitian menemukan bahwa guru masih mengalami kesulitan dalam melakukan identifikasi kebutuhan belajar, perencanaan, pelaksanaan, serta penilaian pembelajaran yang sesuai dengan konsep pembelajaran berdiferensiasi. Terdapat beberapa faktor yang mempengaruhi kesulitan guru tersebut, diantaranya kurangnya keterampilan guru, sumber daya terbatas, hambatan waktu, ukuran kelas besar, perbedaan gaya belajar peserta didik, dan kendala pada penggunaan teknologi informasi dan komunikasi.

Kata kunci: Kesulitan guru, pembelajaran berdiferensiasi, biologi, kurikulum merdeka

ABSTRACT

***IDENTIFICATION OF BIOLOGY TEACHER'S DIFFICULTIES IN IMPLEMENTING
DIFFERENTIATED LEARNING IN THE MERDEKA CURRICULUM AT SMAN 1
DEPOK SLEMAN***

Faustinus Ragil Florialdi

191434059

Biology Education

Based on the results of initial interviews and observations at SMAN 1 Depok Sleman, it was found that biology teachers' understanding of the concept of differentiated learning remains low. Teachers tend to face difficulties in identifying learning styles and still rely on conventional teaching methods. This study aims to explore the difficulties faced by biology teachers and identify the factors influencing their challenges in implementing differentiated instruction at SMAN 1 Depok Sleman. This research employs a qualitative approach with a descriptive case study method. The subjects of the study are two biology teachers. Data collection techniques include interviews, observations, and documentation. The findings reveal that teachers continue to struggle with identifying students' learning needs, as well as planning, implementing, and assessing instruction in accordance with the differentiated learning approach. Several factors were found to contribute to these difficulties, including a lack of teacher skills, limited resources, time constraints, large class sizes, differences in students' learning styles, and challenges related to the use of information and communication technology.

KeyWord: Difficulties faced by teachers, Differentiated learning, Biology, Merdeka Curriculum