

## **ABSTRAK**

### **PENERAPAN MODUL AJAR KURIKULUM MERDEKA DALAM PEMBELAJARAN TARI DI SMA NEGERI 9 BANDAR LAMPUNG**

**Oleh**

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Penelitian ini bertujuan untuk mendeskripsikan penerapan modul ajar Kurikulum Merdeka dalam Pembelajaran Tari di SMA Negeri 9 Bandar Lampung yang meliputi aspek perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi, serta analisis data melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan data menggunakan triangulasi teknik. Hasil penelitian menunjukkan bahwa pada tahap perencanaan, guru telah menyusun modul ajar secara sistematis sesuai dengan panduan modul ajar kurikulum merdeka yang mencakup identifikasi, desain pembelajaran, pengalaman belajar dan asesmen yang disesuaikan dengan karakteristik peserta didik. Pada tahap pelaksanaan, pembelajaran dilaksanakan melalui kegiatan awal, inti, dan penutup dengan tingkat kesesuaian yang cukup baik antara modul ajar dan praktik di kelas, meskipun terdapat beberapa penyesuaian situasional. Pada tahap evaluasi, digunakan asesmen diagnostik, formatif dan sumatif untuk menilai kesiapan, proses, dan hasil belajar peserta didik, serta ditemukan beberapa kekurangan pada modul ajar, khususnya bagian yang tidak terlaksana secara optimal, sehingga perlu dilakukan perbaikan agar lebih efektif dan sesuai dengan kondisi pembelajaran di lapangan.

**Kata kunci:** kurikulum merdeka, modul ajar, pembelajaran tari.

## **ABSTRACT**

### **THE IMPLEMENTATION OF MERDEKA CURRICULUM TEACHING MODULES IN DANCE LEARNING AT SMA NEGERI 9 BANDAR LAMPUNG**

*By*

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*This study aims to describe the implementation of the Merdeka Curriculum teaching module in Dance Learning at SMA Negeri 9 Bandar Lampung, covering the aspects of planning, implementation, and evaluation. The study employed a descriptive method with a qualitative approach, using observation, interviews, and documentation as data collection techniques. Data were analyzed through data reduction, data presentation, and conclusion drawing, while data validity was ensured through technical triangulation. The findings indicate that, at the planning stage, the teacher systematically developed the teaching module in accordance with the Merdeka Curriculum guidelines, including identification components, learning design, learning experiences, and assessments tailored to students' characteristics. At the implementation stage, the learning process was conducted through opening, core, and closing activities, showing a fairly good level of alignment between the teaching module and classroom practice, although several situational adjustments were necessary. At the evaluation stage, diagnostic, formative, and summative assessments were used to evaluate students' readiness, learning processes, and learning outcomes. The study also revealed several shortcomings in the teaching module, particularly in sections that were not implemented optimally, indicating the need for improvements to enhance its effectiveness and better align it with actual learning conditions in the classroom.*

**Keywords:** merdeka curriculum, teaching module, dance learning.