

Analysis of Remedial Teaching Implementation in Merdeka Curriculum to Achieve High School Biology Learning Objectives

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Abstract: Remedial programs are an essential part of the learning process, designed to support students who have not yet achieved full mastery of specific material. In line with the principles of the Merdeka Curriculum, remedial teaching emphasizes flexibility and adaptability as corrective measures. This study aims to analyze the implementation of remedial teaching for Biology in grade XI at SMA Negeri 5 Depok, focusing on its role in helping students meet the learning objective achievement criteria, also known as *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*. This research uses a qualitative case study approach. Data were collected through structured interviews with students, Biology teachers, and the vice principal of curriculum, supported by observations and document analysis. The data analysis technique used was the Miles and Huberman method. The findings reveal that although teachers recognize the importance of remedial teaching, its implementation is often hindered by time constraints. As a result, remedial efforts are generally limited to reassessment activities rather than being integrated into regular instruction. This study suggests that teachers should incorporate remedial strategies into their lesson planning from the outset and consider using digital tools or alternative media to address time limitations and enhance instructional effectiveness.

Keywords: Remedial Teaching; Merdeka Curriculum; Biology; Remedial Principle; Qualitative Research

1. INTRODUCTION

The curriculum in Indonesia has recently undergone developments, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) simplified the 2013 curriculum to the Merdeka curriculum in line with the development of science and technology and as an impact of the Covid-19 pandemic. The pandemic caused significant learning loss, prompting the government to emphasize flexible learning, competency-based education, and the application of the Pancasila student profile character (Wiguna & Tristaningrat, 2022).

The Merdeka Curriculum aims to improve learning competencies through its flexible nature. Flexibility in this context means that learning is

adapted to meet students' needs (Sari et al., 2023). This flexibility also extends to teachers, giving them the freedom to design differentiated learning activities based on students' interests, talents, and needs (Andari, 2022). The concept of the Merdeka curriculum is independent by optimizing existing resources and presenting them in unlimited creativity. The Merdeka curriculum is expected to make students feel happy when learning. Another concept of the Merdeka curriculum is as differentiated learning, which highlights the importance of adaptive learning in education (Warsihna, et al., 2023).

The flexible Merdeka curriculum by adjusting the interests and learning talents of students eliminates the minimum completion

criteria as known as Kriteria Ketercapaian Minimum (KKM) with the emergence of the learning objective achievement criteria (KKTP) for students. Minimum completion criteria (KKM) in the 2013 curriculum is an important aspect in determining whether students are declared to move up a class or not. Meanwhile, in the Merdeka curriculum, learning objective achievement criteria (KKTP) is no longer used as a benchmark for achieving learning outcomes, but rather as a reflection of whether students have succeeded in achieving learning objectives ([Hasibuan et al., 2022](#)).

Biology is one of the complex subjects, because it includes discussions about all living things (humans, animals, and plants). This is what causes students to experience difficulties and learning obstacles in studying Biology subjects with its abstract nature because it includes learning about processes or mechanisms of the body that are not visible to the naked eye, allowing the initial concepts possessed by students to not be in accordance with the concepts that have been determined by experts in the field of science ([Zamzami et al., 2020](#)).

Remedial teaching is carried out if there are students who have not achieved the mastery of the specified competencies. The word remedial comes from English which means to cure, treat, correct or make good. This means that remedial teaching is becomes good or recovers from learning problems that are considered difficult and can meet the minimum expected success criteria ([Lidi, 2018](#)). Providing remedial teaching includes three main steps, namely analysis of student learning outcomes, diagnosis of learning difficulties, and providing remedial learning treatment ([Qibtiyah & Wibowo, 2017](#)).

Merdeka curriculum with its flexible nature encourages educators to design learning activities according to their interests and talents, including in the preparation and implementation of remedial teaching. One way to apply flexibility in remedial teaching is by tailoring interventions to students learning styles. While various studies on remedial teaching in high school Biology have been reported, there is limited research of remedial teaching that used by teachers, especially under the Merdeka Curriculum.

Remedial teaching must be accompanied by providing treatment to students based on the

results of the student's difficulty diagnosis test. The implementation of remedial teaching in the 2013 Curriculum has been considered less optimal without providing student difficulties ([Mutmainah et al., 2015](#)). In contrast, the Merdeka Curriculum focuses on the competencies students that must achieve by students, so treatment needs to be applied in remedial teaching. This study was conducted to describe the remedial teaching program within the Merdeka Curriculum which is expected to provide insights and reflections on its implementation.

2. RESEARCH METHOD

This research was conducted at SMA Negeri 5 Depok which has been accredited A and implemented the Merdeka curriculum for 2 years. The subjects of the study consisted of a grade XI Biology teacher, the vice principal for curriculum, and grade XI.3 Natural Science 1, XI.4 Natural Science 2, and XI.5 Health students who took remedial teaching. The research was conducted in the odd and even semesters of the 2024/2025 academic year starting from November 2024 to January 2025 with two different materials. This research was conducted with the permission of the school and the informed consent of all participants.

The type of research used is descriptive qualitative research. Qualitative research is a research method that focuses on examining a phenomenon in depth by taking data in the field which is then processed into a theory. Descriptive research is research to collect information as it is about a variable which is generally not intended to test a hypothesis.

The type of qualitative research in this study uses a case study research type where researchers focus on researching a study unit. Case study research uses samples based on objectives (purposive sampling). The data collection technique used in this study is a non-test technique which includes observation techniques, one-on-one interviews, and documentation. The interview guide focused on subject knowledge about remedial program, teacher's planning, implementation, and evaluation in remedial teaching. Observation sheets were used to record instructional practices, while documentation included lesson plans and remedial test scores.

The data analysis technique was carried out using the Miles-Huberman model which includes data reduction, data display, and conclusion drawing/verification ([Abdussamad, 2021](#)). The results of the interview data of 23 students were simplified into yes and no in order to obtain the success category. The method used to calculate the percentage of respondents' answers to each item follows the following modification ([Sudjana, 1996](#)).

$$\%x = \frac{\sum xi}{N} \times 100\%$$

Description:

$\%x$ = Awarage percentage of answer-i

$\sum xi$ = Number of respondents who answered answer-i

N = Total number of respondents

Based on the percentage results, to interpret the percentage results, the researcher categorized the level of implementation into three categories—implemented, partially implemented, and not implemented using interval adjustments based on 23 respondents that modified from ([Wahyuni, 2021](#)).

Table 1. Percentage Interpretation of Stundent Respondents Answers

No	Percentage	Interpretation
1	$66.67\% > \%x \leq 100\%$	Implemented
2	$33.34\% > \%x \leq 66.67\%$	Partially Implemented
3	$33.34\% \leq \%x$	Not Implemented

The data validity technique of this research triangulation uses triangulation practices which include source triangulation methods, triangulation of data collection methods/techniques, and time triangulation.

3. RESULTS AND DISCUSSION

This study was conducted on a total of 23 students from class XI.3 Natural Science 1, XI.4 Natural Science 2, XI.5 Health who took remedial classes in Biology. In addition, 1 Biology subject teacher who taught the three classes and the vice principal for curriculum. The data obtained from the subjects were in the form of interviews related to the remedial teaching program implemented in the Biology subject at the school. The student

subjects were selected based on several criteria, namely students who took remedial classes in Biology with the range of scores obtained, and were taught by the same teacher.

Supporting data as triangulation was also used in this study which was obtained from the results of observations and documentation carried out. The results of observations and documentation carried out by the researcher were used to support the process of describing the interview results. Data descriptions are presented to provide an overview of the data collection process in the field. This study was conducted using three methods consisting of interview methods, observation, and documentation. The interview method was carried out based on 5 indicators, where indicators 2 and 5 were only intended for subject teachers and vice principals for curriculum.

Based on the results of the research that has been conducted, overall the remedial teaching process at SMA Negeri 5 Depok in the subject of Biology for class XI has been implemented. However, its implementation is still not optimal as it should be. Remedial teaching has been carried out using the peer tutoring method and individual teaching outside of class hours, this is a good step because it does not interfere with learning hours. However, the implementation of re-assessment is still carried out during learning hours due to limited time.

The re-assessment process carried out during class hours can disturb students who do not take remedial classes and disrupt the focus of students who are taking re-assessments. Remedial teaching programs should be carried out according to the principles contained therein, which are also related to the principles developed in the Merdeka curriculum. However, in its implementation, these principles have not always been applied due to the limited time available to teachers.

Teachers have tried to implement the principles in remedial teaching, but it comes back to the time available, so teachers overcome this by providing re-assessment to students in accordance with the principles of flexibility and adaptability. Here, teachers provide re-assessment to adjust the characteristics and abilities of students in understanding the material. However, remedial has become a routine program carried out at the end of each daily assessment because this program

is emphasized by the curriculum to complete student grades.

Knowledge about Remedial Teaching

Based on the results of the interviews that have been conducted, the subjects already know the purpose of holding remedial teaching, which is to improve and increase grades. However, 50% of respondents also stated that remedial teaching can improve students' understanding of material that they have not understood. This is shown in the statements of students who said,

"The purpose of remedial teaching is to improve our grades from low to better" (NNF, Interview 2024).

"Remedial means we don't know the material, right? With remedial, we will definitely know the material better" (AF, Interview 2024).

The Biology subject teacher and the deputy principal for curriculum also expressed their opinion,

"The purpose of remedial is to increase students' understanding in understanding a material in order to achieve learning objectives and be able to achieve KKTP" (HD, Interview 2024).

"Remedial is intended for children who do not reach the KKM, the standard is for example 75, they gets a score of 73. So that means it is the obligation for the subject teacher to provide the child with the opportunity for remedial so that their score reaches the KKM" (MA, Interview 2025).

In addition, based on the results of interviews and observations, teachers first convey the purpose of remedial teaching as a program to complete the lacking grades before being implemented to students. The objectives conveyed by the informants are in accordance with the theory that some of the objectives of implementing remedial activities include so that students can understand their learning achievements (Lidi, 2018).

Based on the interview results, teachers and vice principals in the curriculum field have understood the correlation of principles in remedial teaching and the Merdeka curriculum. The principles of remedial teaching related to the

Merdeka curriculum are flexible and adaptive (Mukhtar & Rusmini, 2005) which according to him with these two principles, teachers will find it easier to determine the form of remediation because they have mapped the level of student ability.

Based on the results of interviews with subject teachers, in the Merdeka curriculum, teachers can give remedial grades according to what students have done, not necessarily according to the predetermined learning objective achievement criteria, or also known as *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)* limits. However, based on observations and documentation conducted by researchers during two materials, teachers always gave grades to students who took the reassessment according to the predetermined learning objective achievement criteria (KKTP) limits, never exceeding the learning objective achievement criteria (KKTP) value.

The subject teacher also explained that giving marks exceeding the learning objective achievement criteria (KKTP) occurs in several conditions, the teacher gives marks according to the students' persistence in working on the questions, although from the school itself, students who take part in the re-assessment will be given marks according to the learning objective achievement criteria (KKTP) limits, as stated by her,

"Yes, so if the KKTP is 75 and when students take a retest with results above 75, then it can be taken from the final score. However, for students who during remedial work the results are consecutively below the KKTP, then the score is given only according to the KKTP, which is 75. Students who get a final score above 75 cannot exceed the score of students who do not do remedial" (HD, Interview 2025).

Teachers' treatment of students is also part of flexible learning developed in the Merdeka curriculum. Teachers here have the freedom to determine their learning, including assessment activities. Flexible learning provides educators with the freedom to determine learning and assessment designs according to the characteristics and needs of students to ensure student-centered learning practices so that students can achieve the expected competencies

through the implementation of assessments with the principle of flexibility ([Fitriyah & Bisri, 2023](#)).

The awarding of grades above the learning objective achievement criteria (KKTP) for students who take remedial classes is also seen in a study conducted by ([Putri, 2022](#)), where the researcher conducted a study of the remedial program at SMA Negeri 1 Pinggir, Bengkalis Regency. Based on the results of the study, the student's grades, which were originally 65, became 70, even though the KKM owned by the school was only 67. The awarding of grades above the KKM is a sign of the success of the remedial program being run because there was an increase in grades from initially incomplete to complete.

Based on the results of observations conducted by the researcher, the researcher found a slight difference in the implementation of remedial with the previous curriculum in terms of reassessment, where in this Merdeka curriculum the teacher really adjusts the students' abilities when conducting reassessment in the second material. Mrs. HD assessed those students in grade XI.5 were more competent than students in grade XI.4, so when the reassessment was carried out, students in grade XI.5 were given similar but not the same questions to review their understanding from a different perspective, while students in grade XI.4 were only given to rework the questions. So, here Mrs. HD has applied the adaptive principle in implementing reassessment.

In addition, based on the results of the interview, class promotion in the Merdeka curriculum is indeed more difficult than in the 2013 curriculum. This is supported by the results of research ([Aegustinawati & Sunarya, 2023](#)) that if there are students who do not achieve the learning objective achievement criteria (KKTP) in certain subjects, the Merdeka curriculum accommodates the completion of this completeness at the next level, either at the same phase or at a different phase.

Remedial Teaching Implementation Planning

Based on the results of interviews conducted with subject teachers and the vice principal for curriculum, the school has not provided written technical instructions for remedial teaching. However, the school has made efforts for each teacher to hold remedial classes when there are

students who have not completed the learning objective achievement criteria (KKTP) that has been set. The school has also set the learning objective achievement criteria (KKTP) that must be achieved in each subject, which is 75, but the school still allows teachers to have their own completion criteria.

This is supported by the results of observations and documentation conducted by researchers, that indeed SMA Negeri 5 Depok does not yet have technical instructions for remedial for teachers. However, the curriculum field has provided a form for students who take remedial in certain KD to be used as evaluation material for these students. This remedial form will be filled out by the teacher and given to the curriculum field.

Based on the results of the interviews that have been conducted, teachers at SMA Negeri 5 Depok have determined the methods, supporting media, and time for remedial teaching before the teaching and learning activities will begin. The supporting forms have been designed in the learning modules that have been created, this is also supported by the role of the curriculum field which asks each teacher to make the design.

The results of this interview are supported by a documentation study conducted by the researcher, that it is true that in the learning design or module made by the teacher, remedial activities are listed for each end of the material. In addition to remedial, enrichment is also listed for students who have completed but want to gain deeper knowledge. The module with the first material, namely the Human Skeleton, has a remedial form by providing additional individual assignments. However, based on the results of observations, in reality the teacher only gives the same questions as the test because of the limited implementation time which is approaching the end of semester exams and semester holidays.

The module with the second material is also equipped with remedial in the form of students scanning the QR Code from the Biology book to access remedial questions. Based on the results of observations in classes XI.3 and XI.5, the teacher's actions are in accordance with those listed in the module. The teacher gives questions in the book verbally which are then adjusted to the abilities of the students and the questions being

tested, later the students will answer on a sheet of paper.

The existence of a remedial design in the teaching module is in accordance with the rules for module creation components. The teaching module in the general information component includes 8 things. First, module identity, second, initial competency, third, Pancasila student profile, fourth, facilities and infrastructure, fifth, student targets, sixth, learning model, and seventh, remedial and enrichment, eighth, attachments. Remedial and enrichment activities can be given to students with high achievement criteria and students who need guidance to understand the material ([Salsabilla et al., 2023](#)).

Remedial Teaching Implementation Procedure

Based on the results of the interviews that have been conducted, the teacher has given a diagnosis to students before remedial teaching is carried out by expressing it directly to the students. This is shown in the student interview which said,

“She once said to me like, ‘your score on yesterday’s exam was lacking in this material, maybe you didn’t study enough, tell your parents why your score is like this when you get your report card’, something like that” (KNQ, Interview 2024). “Actually, there have been times, like ‘you can’t do this part’, something like that” (AS, Interview 2024).

This diagnosis is usually done after each daily assessment and gets the results so that students know their shortcomings in the material being tested. This diagnosis activity involves several teachers who teach the same subject, but in practice only the subject teacher concerned applies it. According to respondents, providing this diagnosis is very important because it can provide an idea to students regarding questions that are still answered incorrectly.

The interview results that have been obtained are supported by the results of observations that have been carried out that teachers sometimes inform students about the difficulties faced in certain materials. The implementation is not too routine in each material, but adjusts to conditions and time. The diagnosis was carried out on January 21, 2025 in class XI.5 Health and January

23, 2025 in class XI.3 Natural Sciences 1 and XI.4 Natural Sciences 2. The diagnosis was carried out by conveying questions that were often answered incorrectly by students and this means that students have difficulty in the question category.

This diagnosis is one of the procedures that should be included in the remedial program. The steps in implementing remedial teaching, namely the first is to re-examine the case/diagnose the learning difficulties of students ([Lidi, 2018](#)). After the diagnosis, students should be given treatment that is in accordance with the results of the diagnosis of the students.

Based on the results of the interviews that have been conducted, the provision of treatment is not often applied. Usually, teachers only ask students to study with their classmates (peer method) or come to the teacher to ask for re-explanation outside of class hours. This is shown in interviews with students and subject teachers who said,

“Yes, Mrs. HD, at that time it was like we were told to study, at most we just asked our friends questions, like that” (MFA, Interview 2025)

“So yesterday from class XI.5 I had already diagnosed several students, and in the class there were indeed friends whose abilities were above average. Then I asked her to guide her friends whose abilities were lacking with the treatment of questions that had been tested to be discussed again with those peers. I also sometimes advise students to communicate with their parents regarding their learning outcomes so that parents can guide their children's progress” (HD, Interview 2024).

Based on the results of the observations made, in the first material the teacher did not provide treatment to students because students were asked to do a re-assessment directly after the daily test was carried out. This is because of the limited implementation time which is approaching the end of semester assessment. However, in the second material the teacher gave students the opportunity to do remedial teaching with friends or ask questions directly to the teacher because the re-assessment was carried out at the next meeting. The teacher also provided a little discussion related to questions that were

often answered incorrectly by students before the re-assessment was carried out. This treatment is usually given after the student's diagnosis and the provision of treatment is considered important by the respondents.

This treatment is one of the procedures that should be carried out in implementing a remedial program. The steps in implementing remedial teaching, namely after re-examining the case/diagnosing the learning difficulties of students, teachers are expected to determine the actions that must be taken against the results of the diagnosis ([Lidi, 2018](#)).

The method of providing treatment can be done according to the rules of the number of students taking remedial. Remedial teaching can be implemented in three forms, including: (1) re-learning, (2) special guidance, (3), and group assignments. Re-learning can be done if the number of students taking remedial is more than 50%, so that teachers can provide re-learning with different learning methods and media. Special guidance can be done if the number of students taking remedial is a maximum of 20%. Group assignments can be done if the number of students taking remedial is more than 20%, but less than 50% ([Wati, 2016](#)). However, based on the results of observations, the provision of treatment carried out at SMA Negeri 5 Depok has not referred to the theory, so it is not optimal.

Based on observations, teachers have also tried to provide re-teaching by discussing questions that were often answered incorrectly by students. However, the implementation is still during class hours, in a very short time, and is not routinely carried out in every remedial teaching program. This often happens because of the limited learning time available to teachers.

The provision of treatment should follow the principles of remedial teaching which are also in line with the principles of the Merdeka curriculum. Based on the results of the interviews that have been conducted, because remedial teaching is not often applied, respondents feel that the application of the principles is not yet very visible, there are only a few principles that have been felt by students, such as interactive and feedback. However, teachers have felt that each principle has emerged.

The application of the principle was also observed by the researcher and based on the

results of the observation, the teacher has applied several principles that have been seen, including the principles of flexibility, adaptive, interactive, and providing feedback as soon as possible. The principles of flexibility and adaptiveness were found when the teacher had adjusted the abilities and characteristics of students in the reassessment during remedial.

This can be seen during the remedial observation in the second material, where the reassessment program in class XI.3 and XI.5 is different from that carried out in class XI.4, because the teacher reviewed that class XI.4 has less ability compared to other classes, so the questions given are easier. The provision of different questions is seen by the teacher based on the scores obtained by students. The scores of class XI.4 students are indeed smaller than classes XI.3 and XI.5, and during the reassessment process, with more difficult questions, class XI.3 and XI.5 students are able to solve them, while class XI.4 students still have difficulty in answering them, so that the difference in providing questions according to ability can provide opportunities for students to achieve learning objectives.

Providing reassessment in remedial that adjusts to students' abilities is one of the teacher's efforts to overcome students' learning difficulties. The questions given by the teacher are generally the same between classes XI.5 and XI.3 with XI.4, but the questions for class XI.4 are made simpler so that students can understand the material more easily. As according to the theory, each student has different abilities and education providers generally only show students with average abilities, so that students with less abilities do not get the opportunity to develop according to their capacity ([Hasanah, 2016](#)).

In addition, teachers have also been seen implementing interactive principles and providing feedback as soon as possible because when remedial teaching takes place, students and teachers have active communication in order to discuss difficulties and questions that are tested. However, the application of the four principles is still lacking because it is not always applied in every material and not in the remedial teaching process, but only in the remedial program.

Subject teachers also felt that they had not yet implemented the principle of continuity and

availability in providing remedial teaching. The obstacle faced in implementing this principle was due to time constraints when implementing learning. However, teachers still tried by sometimes allowing them to come to my room outside of class hours to study more. Although in practice it is still lacking, respondents agreed that the implementation of this remedial teaching principle is very important.

Based on the results of interviews and observations, teachers have implemented 4 of the 5 principles that should be in the remedial teaching process. However, the implementation of the four principles is still in the category of not optimal, because the remedial teaching process is not routinely carried out by teachers so that it appears more in the reassessment program activities during the remedial only.

Implementation of Remedial Teaching

Biology subject teachers have not implemented remedial teaching routinely and according to the rules that should be. The implementation of remedial teaching is only done by giving directions for students to study with their peers or can come to the teacher outside of class hours if they need special guidance. Therefore, the methods used by teachers in remedial teaching only include two methods out of six methods that can be given to students during remedial teaching.

The obstacle faced by teachers in using other methods is due to the limited time they have. However, teachers often try to be able to conduct remedial teaching so that students have provisions before the re-assessment. As in the observation conducted on the second material in classes XI.3, XI.4, and XI.5, the teacher gave a little repetition of the material related to questions that were often answered incorrectly by students, only the implementation time was relatively very fast. Although the implementation of the remedial teaching program still does not use a variety of different methods and adjusts to the characteristics of students, respondents agreed that the application of changing methods is very necessary to facilitate students in the re-learning process.

Based on the results of interviews and observations that have been carried out related to the use of methods in remedial teaching has not

been implemented optimally due to limited time. This has an impact on the use of methods in the remedial teaching process, the methods applied by teachers are not yet diverse, not in accordance with the rules that should be, and are not routinely carried out. Limited time makes teachers efficient by conducting remedial teaching in the form of peer tutoring and individual teaching outside of class hours. However, the methods for reassessment have been applied differently to adjust to the ability of students to understand the material.

Based on the results of the interviews that have been conducted, due to the limited use of remedial teaching methods, teachers have not used supporting media in their remedial teaching process. However, teachers have provided media, such as PPT (*power point*) before the test takes place, so that when remedial teaching, students can re-learn the material in the PPT given by the teacher. This is supported by the results of observations that indeed during remedial teaching in Biology subjects, teachers do not provide media. However, teachers provide PPT before the test is carried out, so many students reopen the PPT given by the teacher when they are declared to be taking the remedial. This happens because of the limited time available, so there is no time for teachers to provide additional media when implementing remedial teaching. However, respondents stated that providing PPT media is quite effective for students who do study the contents in the PPT.

Based on the results of the interviews that have been conducted, most student respondents do not understand the application of differentiation and flexibility learning in the Merdeka curriculum, so many of the students answered that they did not know and did not understand whether the teacher had applied the two principles. However, there were some students who could understand the application and they said that the teacher seemed to have applied the two principles in the overall remedial program by providing remedial questions according to the difficulties faced by students and adjusting their abilities.

Teachers and vice principals for curriculum also agreed that teachers have implemented the principles of flexibility and differentiation by adjusting the learning styles and ability levels of students. Researchers also explored the

advantages and disadvantages of implementing the two principles. One student said that the advantages of implementing the principle can make it easier for students to understand the material, but the disadvantages require more time and effort from teachers.

Subject teachers and the vice principal for curriculum also expressed the opinion that the advantage of implementing this principle is that students can more easily understand the material because it is adjusted to their abilities and characteristics, but the disadvantage is in terms of time, so according to subject teachers, the application of the principle is less effective in classes with a large number of students.

This is supported by the results of observations conducted by researchers that indeed for teachers themselves have not implemented remedial teaching optimally because they have only implemented two methods, namely peer tutoring and individual teaching. Then, in the second material observation, teachers were seen conducting remedial teaching briefly before the reassessment was carried out. If observed, the principles of flexibility and differentiation are not yet very visible in the remedial teaching process. However, for the implementation in the remedial program, it is quite visible with teachers providing reassessment questions that adjust to the abilities and characteristics of their students.

The principles of flexibility and differentiation in the Merdeka curriculum are indeed intended for learning, because the Merdeka curriculum is present to overcome learning loss. However, both principles are in line with the principles in remedial teaching, namely the principles of flexibility and adaptability. Adaptive here means that remedial teaching should allow students to learn according to their own speed and learning style and flexibility here means that remedial teaching should be carried out with methods and assessments according to the characteristics of the students ([Suprihatiningrum, 2013](#)).

Based on the results of the interviews that have been conducted as stated in the third indicator, the implementation time for remedial teaching is usually carried out outside of class hours. However, based on the results of observations in the second material, additional remedial teaching from the teacher is carried out

in the classroom along with the re-assessment process, so that its implementation is less than optimal, where students do not have much time to provide feedback on what is conveyed by the teacher. This remedial teaching is also not carried out periodically because in the first material, the teacher does not apply remedial teaching, even the re-assessment is carried out directly on the day they take the test, so there is no time for students to re-learn the material. So, the implementation of this remedial teaching does change according to the time available.

It is better to do reassessment in remedial with a gap of 1 week or at least 1 meeting so that students can relearn the material, either by using peer tutoring methods, individual teaching, or assignments. This aims to ensure that when reassessment, students already have sufficient provisions and understand the questions well. In addition to being carried out on the same day as the test, reassessment in remedial is often carried out after summative assessments such as mid-term and final exams. This aims to improve report card grades when reported to parents. However, remedial is only carried out for students whose calculated grades are still less than the expected learning objective achievement criteria (KKTP).

It is better not to do remedial after mid-term or final exam, such as research ([Qibtiyah & Wibowo, 2017](#)), that remedial programs implemented at the end of the semester, after mid-term, and after final exam are not real remedial programs because they are not aimed at overcoming students' learning difficulties, but only to improve grades to achieve the KKM. However, the remedial program is a routine program, it's just that this program should have a special time outside of learning hours because based on the results of interviews and observations, teachers more often implement remedial programs during learning hours.

Based on the results of the interviews that have been conducted, subject teachers do not always provide questions in the remedial reassessment process, where sometimes teachers also provide reassessment in the form of assignments and questions and answers (oral). However, more often using questions. This is supported by observations made by researchers that indeed reassessment in remedial that is

carried out more often uses giving questions and adjusting time and materials.

When teachers give questions in their re-assessments, sometimes teachers give the same questions as those on the exam and sometimes teachers give different questions but similar to the questions on the exam. Based on observations made by researchers, teachers often use questions for re-assessments in remedial. The questions used by teachers adjust to the abilities of students and the availability of time. In the first material observation, the teacher used the same questions as the test questions because of the limited time the teacher had, because at that time it was the last meeting before the final semester assessment and semester break. However, in the second material observation, the teacher used different questions but similar in two of the three classes, because the class was considered capable of working on slightly different questions, while one class worked on the same questions.

This is in line with research ([Natalia & Ahmad, 2023](#)), that in the remedial program, a retest is carried out which aims to measure the extent to which students experience changes or the extent to which students have mastered the material taught, whether there is an increase in understanding or not. The questions given during the remedial retest are certainly different from the questions during the daily test but are still on the same material.

Results and Evaluation of the Remedial Program Implementation

Based on the results of interviews conducted with Biology subject teachers and the vice principal for curriculum, a re-assessment has been carried out and the results obtained by students are certainly in accordance with the learning objective achievement criteria (KKTP) that has been determined. However, this assessment can be returned to the subject teacher concerned. However, students who do not reach the learning objective achievement criteria (KKTP) after the re-assessment will be encouraged to take remedial teaching and re-assessment. However, if it is still not complete, the kindness of the subject teacher concerned will be given because the Merdeka curriculum emphasizes that students can still be promoted to the next level as long as they still need guidance.

Based on the observation results, when conducting a remedial retest, the teacher gives students who still answer incorrectly an opportunity to provide a little additional understanding, so that students can fully understand the material being studied. The Merdeka Curriculum has criteria for class promotion, including students having completed the learning program in two semesters in the academic year being followed; students participating in formative and summative assessment activities; students having a minimum good attitude description; and having a minimum attendance percentage of 85%. Students who have met these criteria must still be promoted because the Merdeka curriculum no longer sets a maximum number of incomplete subjects as a requirement to be able to move up to the next class, as in the 2013 curriculum ([Aegustinawati & Sunarya, 2023](#)).

Based on the results of the interviews that have been conducted, SMA Negeri 5 Depok often conducts evaluations of each learning program that has been carried out for 1 full semester, including the remedial programs in it. This evaluation activity is indeed one of the important activities to be carried out as a reflection material for teachers and schools, especially the curriculum to overcome problems that occur in learning, especially students who often take remedial programs so that in the future they can be better.

Evaluation is the final stage in the remedial program. Evaluation, assessment and reflection of remedial results are the final stages of the remedial learning series ([Syahraini & Rezeqi, 2021](#)). The evaluations carried out consist of teacher evaluations which aim to analyze the problems faced by students, in addition there is also a joint evaluation with the curriculum to discuss in general in a discussion forum with other subject teachers.

Based on the results of the interviews that have been conducted, SMA Negeri 5 Depok often involves parties other than the subject teachers concerned in evaluating learning activities, including remedial teaching in them. The role of parties other than the subject teachers concerned is very important in the evaluation process because the presence of other parties can help teachers in rechecking student grades, helping to

remind, providing input on difficulties faced by teachers.

The obstacle faced by teachers in implementing remedial teaching is due to the limited time available. Therefore, to overcome this, a media can be developed that can be used by students to re-learn the material at home before taking a re-assessment test. This is supported by research by (Zulfiani *et al.*, 2018) who developed the ScEd-Adaptive Learning System media for junior high school science education learning. Based on the results of this study, the media developed can be used by teachers in the remedial teaching process, because this media is very interactive, adapts to learning styles and is equipped with quizzes to train students' understanding that can be used at home, thereby reducing the burden on teachers, and overcoming the constraints of limited time at school. This is also supported by research by (Latifah *et al.*, 2016), media that adapts to students learning styles and interests can maximize their senses, making it easier to process information and can improve students mastery of concepts.

4. CONCLUSION

Based on the research findings, the remedial program has been routinely implemented after the completion of each learning material and test, aiming to improve students' understanding and help them achieve the predetermined learning objective achievement criteria (KKTP). The remedial procedure was planned through modules developed by subject teachers at the beginning of the academic year.

However, the implementation cannot be considered optimal, as key components such as diagnosis and remedial teaching were not carried out consistently, mainly due to time constraints. Although the principles of flexibility and adaptability, which are in line with the Merdeka Curriculum, form the foundation of remedial teaching, they were not fully reflected in practice.

Nevertheless, teachers made efforts to apply these principles through reassessment procedures, which have been effective in helping students reach the learning objectives. Additionally, teachers regularly evaluate the learning process in collaboration with the curriculum team and fellow educators to improve future implementation.

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