

SCIENTIFIC LITERACY DEVELOPMENT IN ELEMENTARY SCHOOLS THROUGH BIODIVERSITY SUBTOPICS WITHIN THE MERDEKA CURRICULUM FRAMEWORK

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ABSTRACT

This study aims to analyze the development of scientific literacy among elementary school students through biodiversity subtopics in science (IPA) learning within the Merdeka Curriculum framework. In Indonesian elementary education, science is taught as an integrated subject without separating biology as a distinct discipline. Biological concepts are introduced through contextual subtopics such as characteristics of living organisms, life cycles, and biodiversity. This study employs a qualitative descriptive approach using classroom observations, learning document analysis, and literature review. The findings indicate that biodiversity-based science learning supports students' understanding of scientific concepts, enhances inquiry skills, and promotes the ability to relate scientific knowledge to everyday life. Contextual learning activities aligned with the Merdeka Curriculum encourage active student participation and meaningful learning experiences. This study contributes to elementary science education by providing insights into effective instructional practices for strengthening scientific literacy through integrated biological subtopics.

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