

**ANALISIS PENGELOLAAN PEMBELAJARAN IPA  
DI SEKOLAH MENENGAH PERTAMA NEGERI SATU ATAP (SATAP) 1  
TEMBUKU**

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**ABSTRAK**

Penelitian ini bertujuan untuk membedah pengelolaan pembelajaran IPA di Sekolah Menengah Pertama Negeri Satu Atap (Satap) 1 Tembuku. Fokus penelitian ini merupakan aspek pengelolaan pembelajaran yakni; proses perencanaan, pelaksanaan pembelajaran, penilaian, dan pengawasan, serta faktor pendukung dan penghambat dari pengelolaan pembelajaran IPA secara keseluruhan. Penelitian ini tergolong penelitian kualitatif dengan rancangan studi kasus. Data dikumpulkan dengan melakukan studi dokumen, wawancara, dan observasi yang dianalisis secara interpretatif dengan teknik triangulasi. Hasil penelitian ini menunjukkan bahwa pengelolaan pembelajaran IPA di SMPN Satap 1 Tembuku belum optimal dengan pemaparan sebagai berikut: 1) Dokumen rancangan pelaksanaan pembelajaran yang dikembangkan melalui kegiatan *workshop* dan musyawarah guru mata pelajaran belum sesuai dengan aturan dan tidak dimuat rubrik penilaian dan lembar kerja siswa dalam dokumen perencanaan. Silabus yang digunakan guru diadopsi dari Dinas Pendidikan Kabupaten Bangli. 2) Pelaksanaan pembelajaran mengacu pada tiga tahapan yaitu pendahuluan, kegiatan inti, dan penutup. Implementasi dari dokumen perencanaan belum berjalan dengan baik. Tidak terlihat adanya pendekatan saintifik dalam pelaksanaan pembelajaran di kelas VII yang menggunakan kurikulum 2013 sebagai acuan. 3) Proses penilaian belum terlaksana sesuai dengan aturan karena lebih menekankan pada aspek kognitif. 4) Pengawasan yang dilakukan sudah optimal. Pengesahan dokumen perencanaan guru dilakukan secara bertahap. Faktor penghambat pengelolaan pembelajaran di antaranya; a) Minimnya sarana/prasarana pembelajaran, b) kehadiran pengawas eksternal yang belum maksimal, dan c) belum terlaksananya tahapan-tahapan pendekatan saintifik dalam proses pembelajaran. Faktor pendukung pengelolaan pembelajaran di antaranya; a) kegiatan *workshop* dan musyawarah guru yang rutin dilakukan berdampak pada tahapan perencanaan, b) penggunaan media pada proses pembelajaran, c) pengesahan dokumen perencanaan secara bertahap, dan d) guru membawa dokumen perencanaan ke dalam kelas.

Kata Kunci: pengelolaan, Pembelajaran IPA, dan satu atap (satap).

# **THE ANALYSIS OF NATURAL SCIENCES LEARNING MANAGEMENT AT SEKOLAH MENENGAH SATU ATAP (SATAP) 1 TEMBUKU.**

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## **ABSTRACT**

This research was aimed at examining the management of natural sciences learning at Sekolah Menengah Pertama Negeri Satu Atap (Satap) 1 Tembuku. The focus of this research was on the aspects of learning management namely; the processes of planning, implementation, evaluation and supervision, as well as the overall supporting and inhibiting factors of the management of natural sciences learning. This research is categorized as qualitative research utilizing case study design. The data was collected by conducting document studies, interview, and observation analyzed interpretatively utilizing triangulation technique. The result of this research showed that the natural sciences learning management at SMPN Satap 1 Tembuku had not yet been optimum as the followings elaborate: 1) The lesson plan document developed through workshop activities and subject-specific teacher forums had not been in accordance with the regulation and had not included evaluation rubric and student worksheet. Meanwhile, the syllabus utilized by the teachers was adopted from the Department of Education. 2) The implementation of the learning process referred to three phases, namely introduction, core activities, and closing. The implementation of the lesson plan document had not run well. Scientific approach failed to be demonstrated during the learning process at Grade VII which used 2013 curriculum as the guideline. 3) The evaluation process was not carried out in accordance with the regulation due to its emphasis more on the cognitive aspect. 4) The supervision had been carried out optimally. The ratification of the teacher's lesson plan was carried out in stages. The inhibiting factors included; a) The insufficiency of learning facility/infrastructure, b) the presence of external inspector had not been maximum, and c) the scientific approach stages had not been demonstrated during the learning process. The supporting factors of the learning process management included; a) workshop and teacher forum activities which were organized routinely which affected the planning stage, b) the use of media during the learning process, c) the ratification of lesson plan was conducted in stages, and d) the teacher brought lesson plan to the classroom.

**Keywords:** management, Natural Sciences Learning, and one roof (satap).