

ABSTRAK

Susanti, Ni Made (2026), *Pengelolaan Pembelajaran Projek IPAS di SMK Negeri 2 Kintamani*. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha

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Kata-kata kunci: pengelolaan pembelajaran, Projek IPAS, SMK, Kurikulum Merdeka

Penelitian ini bertujuan mendeskripsikan dan menjelaskan pengelolaan pembelajaran Projek IPAS di SMK Negeri 2 Kintamani, meliputi perencanaan, pelaksanaan, penilaian, dan pengawasan. Subjek penelitian yaitu guru mata pelajaran Projek IPAS, kepala sekolah, waka kurikulum, guru senior, siswa kelas X PH 1 dan kelas X DKV, pengawas Disdikpora Provinsi Bali, modul ajar, ATP, dan hasil belajar siswa. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif. Data dikumpulkan menggunakan wawancara dan studi dokumen. Data dianalisis sebelum, selama, dan setelah pengambilan data di lapangan. Kredibilitas data dilakukan melalui pengecekan ulang, triangulasi sumber, triangulasi teknik, dan *member check*. Data disajikan secara deduktif. Hasil penelitian menunjukkan bahwa pada aspek perencanaan, guru menyusun perencanaan berupa ATP dan modul ajar. Namun, modul ajar yang dibuat belum mencakup seluruh tujuan pembelajaran yang ingin dicapai. Pada aspek pelaksanaan pembelajaran, dilakukan kegiatan pendahuluan, inti, dan penutup. Namun, beberapa kegiatan pembelajaran seperti menyimpulkan dan refleksi tidak terlaksana secara konsisten karena keterbatasan waktu. Pada aspek penilaian hasil belajar, guru melakukan penilaian formatif dan sumatif. Hasil belajar siswa menunjukkan bahwa seluruh siswa kelas X DKV dan X PH 1 mencapai KKTP pada tujuan pembelajaran yang telah dilaksanakan. Penilaian yang dilakukan belum sepenuhnya digunakan untuk merancang tindak lanjut pembelajaran. Pada aspek pengawasan, dilakukan kegiatan pemantauan, supervisi, evaluasi, dan tindak lanjut. Namun, supervisi pembelajaran tidak konsisten dilakukan tiap semester. Dengan demikian, dapat disimpulkan bahwa pengelolaan pembelajaran Projek IPAS belum menggambarkan pengelolaan yang diharapkan pemerintah.

ABSTRACT

Susanti, Ni Made (2026), *Management of Projek IPAS learning at SMK Negeri 2 Kintamani*. Thesis, Science Education, Postgraduate Program, Ganesha University of Education

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Keywords: learning management, IPAS Project, Vocational High School, Merdeka Curriculum

This study aims to describe and explain the learning management of the IPAS Project, including lesson plans, implementation, assessment, and supervision of learning at SMK Negeri 2 Kintamani. The subjects involved were teacher of IPAS Project, the principal, the vice principal for curriculum, students of class X PH 1, students of class X DKV, the supervisor of the Disdikpora Provinsi Bali, teaching modules, ATP, and student learning outcomes. This study is qualitative research using a descriptive method. Data were collected using interviews and document studies. Data were analyzed before going to the field, during the field, and after data collection in the field. Data credibility is carried out through re-checking, source triangulation, technical triangulation, and member check. Data were presented deductively. The results show that in the aspect of lesson plans, teachers prepare lesson plans consist of ATP and teaching modules. However, the teaching modules do not cover all the learning objectives to be achieved. In the aspect of learning implementation, opening activities, main activities, and closing activities are carried out. However, some learning activities such as making conclusions and reflection are not implemented consistently due to limited time. In the aspect of learning outcome assessment, teachers conduct formative and summative assessments. Student learning outcomes show that all students in grades X DKV and X PH 1 achieve the KKTP for the implemented learning objectives. However, the assessment results are not yet fully utilized to design follow-up learning. In the aspect of learning supervision, activities such as monitoring, supervision, evaluation, and follow-up are carried out. However, learning supervision is not consistently conducted each semester. Thus, it can be concluded that the management of the IPAS Project learning does not yet reflect the management expected by the government.