

**ANALISIS PERENCANAAN DAN PELAKSANAAN PEMBELAJARAN IPA  
BERDASARKAN STANDAR PROSES KURIKULUM DARURAT PADA  
KELAS VIII SMP NEGERI 6 SINGARAJA**

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**ABSTRAK**

Penelitian ini dilaksanakan bertujuan untuk menganalisis perencanaan dan pelaksanaan pembelajaran berdasarkan standar proses kurikulum darurat serta mendeskripsikan kendala-kendala yang dihadapi oleh guru IPA dalam mengembangkan perencanaan pembelajaran dan melaksanakan pembelajaran IPA. Jenis penelitian ini adalah penelitian deskriptif kualitatif dengan pendekatan fenomenologi. Subjek dalam penelitian ini adalah guru IPA kelas VIII yang berjumlah 3 orang dan siswa kelas VIII. Pada penelitian ini pemilihan sampel siswa dipilih menggunakan teknik *purposive sampling*. Objek dalam penelitian ini adalah rencana pelaksanaan pembelajaran (RPP). Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode observasi, wawancara dan dokumentasi. Data yang sudah terkumpul diolah menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa (1) Guru sudah mampu membuat RPP dengan baik. RPP telah memuat identitas sekolah, identitas mata pelajaran atau tema/subtema, kelas/semester, materi pokok, alokasi waktu, tujuan pembelajaran, langkah-langkah pembelajaran dan penilaian hasil belajar. Namun, terdapat komponen RPP yang belum memenuhi standar proses Kurikulum Darurat, (2) Pelaksanaan pembelajaran berdasarkan standar proses kurikulum darurat yang dilakukan oleh ketiga guru belum terlaksana secara optimal. Hal ini dikarenakan terdapat beberapa kendala pada proses pembelajaran, (3) Kendala yang dihadapi guru dalam mengembangkan RPP yaitu mengembangkan indikator pembelajaran, mendesain pembelajaran daring yang kreatif dan cocok untuk siswa, serta merancang penilaian keterampilan pada setiap KD, (4) Kendala yang dihadapi guru dalam pelaksanaan pembelajaran yaitu kurangnya sarana dan prasarana pembelajaran yang dimiliki siswa dan rendahnya motivasi belajar siswa serta kurang aktif dalam proses pembelajaran daring.

**Kata kunci:** perencanaan pembelajaran, pelaksanaan pembelajaran, kurikulum darurat

**AN ANALYSIS OF PLANNING AND IMPLEMENTATION OF SCIENCE  
LEARNING BASED ON THE STANDARD EMERGENCY CURRICULUM  
PROCESS FOR THE EIGHTH GRADE OF SMP NEGERI 6 SINGARAJA**

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**ABSTRACT**

This study was aimed to analyze the planning and implementation of learning based on the standard emergency curriculum process as well as describing the obstacles faced by science teachers in developing lesson plans and implementing science learning. This type of study is a qualitative descriptive research with a phenomenological approach. The subjects in this study were science teachers for 8<sup>th</sup> grade, totaling 3 people and students in 8<sup>th</sup> grade. In this study, the student sample was selected using a purposive sampling technique. The object of this study is the lesson plan (RPP). The data collection method used in this study is the method of observation, interviews and documentation. The data that has been collected is processed using qualitative descriptive analysis techniques. The results of this study indicate that (1) Teachers have been able to make lesson plans well. The lesson plans have included the identity of the school, the identity of the subject or theme/subtheme, class/semester, subject matter, time allocation, learning objectives, learning steps and assessment of learning outcomes. However, there are lesson planning components that do not meet the standards of the Emergency Curriculum process, (2) the implementation of learning based on the standard emergency curriculum process carried out by the three teachers has not been implemented optimally. This is because there are several shortcomings in learning activities. (3) The obstacles faced by teachers in developing lesson plans are developing learning indicators, designing creative and suitable online learning for students, and designing skills assessments for each KD, (4) The obstacles faced by teachers in the implementation of learning are the lack of learning facilities and infrastructure owned by students and the low motivation of students to learn and being less active in the online learning process.

**Keywords:** lesson planning, learning implementation, emergency curriculum