

## ABSTRAK

**Alifia Danisa Andriana. 1810910018, Implementasi Kurikulum 2013 dalam pembelajaran IPS Selama Pandemi Covid-19 di MTs Mu'allimat Nu Kudus, Skripsi, Tadris Ilmu Pengetahuan Sosial, Fakultas Tarbiyah, Institut Agama Islam Negeri Kudus.**

Tujuan Penelitian ini adalah untuk mengetahui : 1) Implementasi Kurikulum 2013 dalam pembelajaran IPS selama pandemi Covid-19 di MTs Mu'allimat Nu Kudus. 2) Upaya guru dalam mencapai target tujuan pembelajaran IPS selama Pandemi Covid-19 di MTs Mu'allimat Nu Kudus. 3) Hambatan dari Implementasi Kurikulum 2013 dalam pembelajaran IPS selama pandemi Covid-19 di MTs Mu'allimat Nu Kudus.

Jenis penelitian ini adalah penelitian lapangan (*field research*) dimana peneliti terjun langsung ke lapangan untuk melakukan penelitian dan memperoleh data. Adapun pendekatan yang digunakan adalah deskriptif kualitatif. Teknik pengumpulan data yang dilakukan yaitu dengan metode observasi, wawancara dan dokumentasi. Sedangkan dalam uji keabsahan data, peneliti menggunakan teknik triangulasi (sumber, teknik, waktu). Selanjutnya data dianalisis dengan teknik pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa: 1). Implementasinya dilakukan melalui beberapa tahapan yaitu : Perencanaan terdiri dari silabus, membuat prota dan promes, membuat RPP, selama pembelajaran daring guru mempersiapkan materi, media pembelajaran, baik dalam bentuk *Power Point* (PPT) maupun video untuk di upload di *platform* pembelajaran *online*. Pelaksanaan pembelajaran saat pandemi dilaksanakan secara daring (*online*) melalui *platform* pembelajaran *online*, sedangkan saat diperbolehkan pembelajaran tatap muka (PTM) dilakukan dengan ujicoba terlebih dahulu, setelah itu baru pembelajaran dilakukan selama delapan jam perhari tetapi tetap mematuhi syarat protokol kesehatan dan Pelaksanaan dalam pembelajaran sudah sesuai dengan standar proses yaitu terdiri dari tahap pendahuluan, kegiatan inti, penutup. 2). Upaya guru dalam mencapai target tujuan pembelajaran IPS selama pandemi *Covid-19* dengan cara: menggunakan materi Esensial atau materi pokok dan pembuatan RPP satu lembar, 3). Hambatan yang terjadi saat pembelajaran daring (*online*) yaitu: Awal pandemi guru masih belum siap saat menyampaikan materi secara *online*, Guru tidak bisa memonitori siswa secara langsung, keterbatasan waktu dalam pembelajaran, perbedaan kondisi *Smartphone* yang digunakan siswa, terkendala sinyal, mahalnya kuota internet, kurangnya keterlibatan orang tua dalam mendampingi anak selama proses belajar *online*. Hambatan selama PTM terbatas yaitu : Pada saat jam terakhir siswa banyak yang tidak fokus dan mengantuk, terbatasnya waktu pembelajaran apalagi mata pelajaran IPS materi nya banyak sedangkan selama pandemi waktu pembelajaran terbatas, jadi materi belum tersampaikan secara maksimal kepada siswa, suara guru kurang keras saat menjelaskan karena saat mengajar tetap mematuhi prokes yaitu memakai masker, kemacetan.

**Kata Kunci: Kurikulum 2013, Pembelajaran IPS, Pandemi Covid-19.**

## ABSTRACT

**Alifia Danisa Andriana. 1810910018, Implementation of the 2013 Curriculum in Social Studies learning during the Covid-19 Pandemic at MTs Mu'allimat Nu Kudus, Thesis, Tadris of Social Sciences, Faculty of Tarbiyah, Kudus State Islamic Institute.**

*The purpose of this study was to find out: 1) Implementation of the 2013 Curriculum in social studies learning during the Covid-19 pandemic at MTs Mu'allimat Nu Kudus. 2) The teacher's efforts in achieving social studies learning objectives during the Covid-19 Pandemic at MTs Mu'allimat Nu Kudus. 3) Obstacles from the Implementation of the 2013 Curriculum in social studies learning during the Covid-19 pandemic at MTs Mu'allimat Nu Kudus.*

*This type of research is field research (field research) where researchers go directly to the field to conduct research and obtain data. The approach used is descriptive qualitative. Data collection techniques are carried out by means of observation, interviews and documentation. Meanwhile, in testing the validity of the data, researchers used a triangulation technique (source, technique, time). Furthermore, the data were analyzed using data collection techniques, data reduction, data presentation and drawing conclusions.*

*The research results show that: 1). The implementation is carried out through several stages, namely: Planning consisting of syllabus, making prota and promissory notes, making lesson plans, during online learning the teacher prepares materials, learning media, both in the form of Power Point (PPT) and videos to upload on online learning platforms. Implementation of learning during a pandemic is carried out online through an online learning platform, while face-to-face learning (PTM) is allowed to be carried out by trial first, after that learning is carried out for eight hours per day but still complying with health protocol requirements and implementation in learning has in accordance with the standard process which consists of the preliminary stage, core activities, closing. 2). The teacher's efforts to achieve the target social studies learning goals during the Covid-19 pandemic by: using essential material or subject matter and making one-sheet lesson plans, 3). Obstacles that occur during online learning, namely: At the beginning of the pandemic the teacher was still not ready when delivering material online, the teacher could not monitor students directly, limited time in learning, differences in the conditions of smartphones used by students, signal problems, high internet quota, lack of parental involvement in accompanying children during the online learning process. Obstacles during PTM were limited, namely: During the last hour many students were unfocused and sleepy, limited time for learning especially social studies subjects had a lot of material while during a pandemic learning time was limited, so the material had not been conveyed optimally to students, the teacher's voice was not loud enough when explaining because while teaching, they still adhere to the health protocol, namely wearing masks, traffic jams.*

**Kata Kunci: Kurikulum 2013, Pembelajaran IPS, Pandemi Covid-19.**