

# CONTOH RPP 1 LEMBAR 2021

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : .....  
 Mata Pelajaran : ..... Matematika  
 Kelas/Semester : ..... IX/Ganjil  
 Materi Pokok : ..... Persamaan Kuadrat  
 Alokasi Waktu : ..... 5 Jam Pelajaran (@40 Menit)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

- Menjelaskan permasalahan sehari-hari yang berkaitan dengan persamaan kuadrat
- Menganalisis faktor-faktor bentuk aljabar dalam persamaan kuadrat, penyelesaian (akar-akar) dari persamaan kuadrat, cara menentukan akar-akar persamaan kuadrat
- Mengidentifikasi karakteristik persamaan kuadrat berdasarkan akar-akarnya. Misal: dua akar berbeda, satu akar tunggal, tidak memiliki akar real
- Mengidentifikasi hasil jumlah dan hasil kali akar-akar persamaan kuadrat
- Menyajikan hasil pembelajaran persamaan kuadrat
- Menyelesaikan masalah yang berkaitan dengan persamaan kuadrat

### B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar panduan
- ❖ Alat/Bahan : Penggaris, spidol, papan tulis, Laptop & infocus
- ❖ Sumber Belajar : Buku Penunjang Kurikulum 2013 Matematika, Kelas IX, Kemendikbud, Revisi Tahun 2016

### C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (30 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi tema kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b>Pemecahan masalah yang melibatkan persamaan kuadrat</b>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (140 Menit)	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, memahami, membaca dan mendiskusikannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b>Pemecahan masalah yang melibatkan persamaan kuadrat</b>
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual, sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b>Pemecahan masalah yang melibatkan persamaan kuadrat</b>
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Pemecahan masalah yang melibatkan persamaan kuadrat</b>
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Pemecahan masalah yang melibatkan persamaan kuadrat</b> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (30 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

### D. Penilaian Hasil Pembelajaran

1. Pengetahuan; Tertulis Uraian dan atau Pilihan Ganda, Penugasan
2. Keterampilan; Penilaian Unjuk Kerja, Penilaian Proyek, Penilaian Produk, Penilaian Portofolio

Mengetahui  
 Kepala Sekolah .....

.....  
 Guru Mata Pelajaran .....

NIP/NIK .....

.....  
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# Rpp Pai K13 Kelas 8

**Guillaume Favre**

A red circular graphic with a gradient, appearing as a stylized arrow or a decorative element, positioned to the right of the author's name.

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