

Penilaian pembelajaran bermakna dalam kurikulum 2013 : sebuah studi kasus di SMP Islam PB Soedirman kelas 7 = Assessment for meaningful learning in kurikulum 2013 : a case study in SMP Islam PB Soedirman grade 7

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Abstrak

[ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan apakah penilaian yang digunakan guru Bahasa Inggris kelas 7 khususnya di SMP Islam PB Soedirman sudah mendukung pembelajaran yang bermakna. Melalui konsep pembelajaran bermakna yang dikemukakan oleh Anderson et.al (2001) dan konsep pembelajaran bermakna dalam pandang kurikulum 2013, segala penilaian yang digunakan oleh guru dalam dua materi pokok pembelajaran dianalisa. Tidak hanya sampai di situ, penelitian ini juga melihat kualitas penilaian yang digunakan guru berdasarkan prinsip penilaian bahasa menurut Brown (2004). Pada penelitian ini data dikumpulkan sejak tanggal 5 januari 2015 sampai 10 maret 2015 melalui observasi kelas, analisis dokumen, wawancara, serta kuesioner. Hasil penelitian mengungkapkan bahwa penilaian yang digunakan guru belum sepenuhnya mengarahkan siswa pada kegiatan pembelajaran yang bermakna karena belum sepenuhnya melalui retention. Tahapan-tahapan pada fase retention tidak semua dicapai oleh siswa maka hasil pembelajaran belum dapat dikatakan maksimal. Terkait pembelajaran bermakna dalam kurikulum 2013, penilaian yang digunakan guru sudah melalui kelima pengalaman belajar pokok dalam kurikulum 2013. Penilaian yang digunakan oleh guru juga belum sepenuhnya sesuai dengan prinsip penilaian bahasa.

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ABSTRACT

This study aimed at revealing whether or not the assessment used by an English teacher in SMP Islam PB Soedirman Grade 7 promoted meaningful learning. Using Anderson et.al's (2001) meaningful learning concept and the concept of meaningful learning used in Kurikulum 2013, all assessments which were used by the teacher within two lesson materials were analyzed. This study also analyzed the quality of the assessment by using the theory of language assessment principles discussed in Brown (2004). The data were gathered through class observation, document analysis, interview, and questionnaire. This study reveals that the assessment used by the teacher had not thoroughly promoted students to meaningful learning because not all stages in retention phase were reached by the students. However, the various assessment forms used by the teacher had promoted students to the steps of 5 basic learning experiences in Kurikulum 2013.

Since the students were not able to reach all stages in the retention phase, it can be said that learning output was not optimal. The assessment used by the teacher also did not thoroughly correspond to the language assessment principles.; This study aimed at revealing whether or not the assessment used by an English teacher in SMP Islam PB Soedirman Grade 7 promoted meaningful learning. Using Anderson et.al's (2001) meaningful learning concept and the concept of meaningful learning used in Kurikulum 2013, all assessments which were used by the teacher within two lesson materials were analyzed. This study also analyzed the quality of the assessment by using the theory of language assessment principles discussed in Brown (2004). The data were gathered through class observation, document analysis, interview, and questionnaire. This study reveals that the assessment used by the teacher had not thoroughly promoted students to meaningful learning because not all stages in retention phase were reached by the students. However, the various assessment forms used by the teacher had promoted students to the steps of 5 basic learning experiences in Kurikulum 2013. Since the students were not able to reach all stages in the retention phase, it can be said that learning output was not optimal. The assessment used by the teacher also did not thoroughly correspond to the language assessment principles., This study aimed at revealing whether or not the assessment used by an English teacher in SMP Islam PB Soedirman Grade 7 promoted meaningful learning. Using Anderson et.al's (2001) meaningful learning concept and the concept of meaningful learning used in Kurikulum 2013, all assessments which were used by the teacher within two lesson materials were analyzed. This study also analyzed the quality of the assessment by using the theory of language assessment principles discussed in Brown (2004). The data were gathered through class observation, document analysis, interview, and questionnaire. This study reveals that the assessment used by the teacher had not thoroughly promoted students to meaningful learning because not all stages in retention phase were reached by the students. However, the various assessment forms used by the teacher had promoted students to the steps of 5 basic learning experiences in Kurikulum 2013. Since the students were not able to reach all stages in the retention phase, it can be said that learning output was not optimal. The assessment used by the teacher also did not thoroughly correspond to the language assessment principles.]