

ABSTRAK

Reza Ramadhan, Penerapan Penilaian Peserta Didik pada Mata Pelajaran PPKN di SMK Negeri 26 Jakarta. Jakarta. Skripsi. Jakarta: Program Studi Pendidikan Pancasila dan Kewarganegaraan, Fakultas Ilmu Sosial, Universitas Negeri Jakarta, Juni 2019.

Penelitian ini bertujuan untuk mengetahui, memahami dan mendeskripsikan serta menganalisis Penerapan Penilaian Peserta Didik pada Mata Pelajaran PPKN di SMK Negeri 26 Jakarta. Khususnya cara guru menilai aspek pengetahuan, sikap, dan keterampilan peserta didik.

Metode penelitian yang digunakan adalah metode deskriptif dengan pendekatan kualitatif. Data yang digunakan hasil observasi, dokumentasi dan wawancara yang dilakukan kepada guru PPKN , peserta didik dan staf wakasek bidang kurikulum. Selain itu dilengkapi dengan pendapat ahli.

Peneliti menggunakan teori sebagai berikut: aspek pengetahuan berdasarkan Taksonomi Bloom (Sax 1980) (1) Pemahaman, (2) Penerapan, (3) Analisis, (4) Sintesis, (5) Evaluasi. Aspek sikap (1) Sikap, (2) Minat, (3) Konsep Diri, (4) Moral. Aspek Keterampilan berdasarkan Gagne (1977) faktor eksternal (1) Instruksi Verbal, (2) Menggambar, (3) Demonstrasi, (4) Praktik, (5) Umpan Balik. Berdasarkan penelitian ditemukan hal-hal berikut ini yaitu implementasi penerapan penilaian PPKN di SMK Negeri 26 Jakarta dari ketiga aspek yaitu pengetahuan, sikap dan keterampilan. Belum berjalan baik karena guru dalam penilaian aspek pengetahuan peserta didik belum menjalankan penilaian otentik secara menyeluruh dan utuh hanya berdasarkan ulangan harian, penilaian akhir semester maupun penilaian akhir tahun. Penilaian aspek sikap pun guru tidak membuat indikator mengenai sikap spiritual atau sikap sosial, hanya melihat terutama dari kehadiran peserta didik saja. Penilaian aspek keterampilan guru hanya terpaku pada presentasi kelompok dan dalam penilaian pun guru tidak

membuat rubrik penilaian hasil karya peserta didik hanya berdasarkan substansi saja. Akibat dari catatan penilaian yang tidak lengkap pun guru terkadang keliru dalam mengklasifikasikan hasil dari ketiga aspek penilaian. Sehingga nilai yang peserta didik dapat pada rapot atau hasil belajar belum mampu mencerminkan kemampuan peserta didik.

Kata Kunci : Penerapan, Penilaian, PPKN.

ABSTRACT

Reza Ramadhan, Application of Student Assessment in PPKN Subjects at State Vocational High School 26 Jakarta. Jakarta. Essay. Jakarta: Pancasila and Civic Education Study Program, Faculty of Social Sciences, Jakarta State University, June 2019.

This study aims to find out, understand and describe and analyze the Application of Student Assessment in PPKN Subjects at State Vocational High School 26 Jakarta. Especially the way the teacher assesses the aspects of the students' knowledge, attitudes, and skills.

The research method used is descriptive method with a qualitative approach. The data used were the results of observations, documentation and interviews conducted to PPKN teachers, students and staff staff in the curriculum field. In addition, it is complemented by expert opinion.

The researcher uses the following theories: aspects of knowledge based on Bloom Taksonomi (Sax 1980) (1) Understanding, (2) Application, (3) Analysis, (4) Synthesis, (5) Evaluation. Attitude aspects (1) Attitudes, (2) Interests, (3) Self Concepts, (4) Morals. Aspects of Skills based on Gagne (1977) external factors (1) Verbal Instructions, (2) Drawing, (3) Demonstrations, (4) Practice, (5) Feedback. Based on the research found the following things, namely the implementation of the PPKN assessment in State Vocational High School 26 Jakarta from the three aspects, namely knowledge, attitudes and skills. It has not gone well because the teacher in the assessment of the knowledge aspect of the students has not carried out an authentic and comprehensive assessment based solely on daily tests, end of semester assessments and final year assessments. Even the assessment of the attitude aspect of the teacher does not make indicators about spiritual attitudes or social attitudes, only looking primarily at the presence of students. Assessment of aspects of teacher skills is only fixed on group presentations and even in the assessment the teacher does not make the assessment rubric of the work of students based solely on substance. As a result of

incomplete assessment notes the teacher sometimes mistakenly classifies the results of the three aspects of assessment. So the value that students can at report cards or learning outcomes have not been able to reflect the ability of students.

Keywords: Implementation, Assessment, PPKN.