

ABSTRACT

TEACHERS IN SOCIAL STUDIES LEARNING SKILLS ASSESSMENT IN STATE PRIMARY SCHOOL 4 METRO CENTER

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This study aims to determine the planning, implementation and follow-up assessment of learning social studies in State Primary School 4 Metro Center.

This research is a qualitative descriptive study. The subjects were teachers grade 4, 5 and 6 in State Primary School 4 Metro Center. Data collection techniques used interviews, scrutiny of documents and observation. Data were analyzed using measures of data reduction, data presentation, and conclusion. Mechanical examination of the validity of data by using triangulation techniques and resources.

The results showed that in terms of planning assessment of social studies learning, teachers have formulated learning indicator, determining aspects assessed, choose the technical assessment and developing assessment instruments. Implementation of the social studies learning assessment tend not in accordance with the marking plan has been formulated in a syllabus or lesson plans. Ratings have been fair, but do not meet the objective principle. Follow-up assessments in social studies in State Primary School 4 Metro Center have been implemented but the understanding of teachers who are lacking in the implementation of the follow-up implementation sehingga not running optimally.

Keywords: the ability of teachers, assessment of learning, social studies

ABSTRAK

KEMAMPUAN GURU DALAM PENILAIAN PEMBELAJARAN IPS DI SD NEGERI 4 METRO PUSAT

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Penelitian ini bertujuan untuk mengetahui perencanaan, pelaksanaan dan tindak lanjut penilaian pembelajaran IPS di SDN 4 Metro Pusat.

Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian ini adalah guru kelas 4, 5 dan 6 di SD 4 Metro Pusat. Teknik pengumpulan data yang digunakan wawancara, pencermatan dokumen dan observasi. Data dianalisis dengan menggunakan langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan. Teknik pemeriksaan keabsahan data dengan menggunakan triangulasi teknik dan sumber.

Hasil penelitian menunjukkan bahwa dalam hal perencanaan penilaian pembelajaran IPS, guru telah merumuskan indikator pembelajaran, menentukan aspek yang dinilai, memilih teknik penilaian dan mengembangkan instrument penilaian. Pelaksanaan penilaian pembelajaran IPS cenderung belum sesuai dengan perencanaan penilaian yang telah dirumuskan dalam silabus ataupun RPP. Penilaian sudah adil, namun belum memenuhi prinsip objektif. Penguatan yang diberikan guru terhadap siswa berupa pujian, teguran dan nasehat. Tindak lanjut hasil penilaian pada mata pelajaran IPS di SDN 4 Metro Pusat telah dilaksanakan akan tetapi pemahaman guru yang masih kurang dalam pelaksanaannya sering gagal pelaksanaan tindak lanjut belum berjalan maksimal.

Kata kunci: kemampuan guru, penilaian pembelajaran, IPS SD