

## ABSTRAK

### EVALUASI IMPLEMENTASI TEKNIK PENILAIAN KURIKULUM 2013 MATA PELAJARAN KIMIA SMA KELAS XI DI KABUPATEN TANGGAMUS

Oleh:

**Hatma Syukriya**

Penelitian ini bertujuan untuk mendeskripsikan kesesuaian maupun kesenjangan antara rancangan, perangkat, pelaksanaan, dan efektivitas penilaian berdasarkan Kurikulum 2013 mata pelajaran kimia SMA kelas XI di Kabupaten Tanggamus dengan kriteria yang telah ditetapkan. Penelitian dilakukan berdasarkan model evaluasi Provus (*discrepancy evaluation model*). Data dikumpulkan dengan teknik observasi dan analisis dokumen. Data dianalisis secara statistik deskriptif serta dibandingkan dengan kriteria yang telah ditetapkan, yaitu  $\geq$  baik. Subyek penelitian terdiri dari lima orang guru kimia di SMAN 1 Sumberejo, SMAN 1 Kotaagung, dan SMAN 1 Talangpadang. Hasil penelitian menunjukkan: (1) rancangan penilaian: 40% guru dikategorikan baik; (2) perangkat penilaian: 40% guru dikategorikan baik; (3) pelaksanaan penilaian: 20% guru dikategorikan sangat baik; dan (4) efektivitas penilaian: 20% guru dikategorikan baik.

**Kata kunci:** evaluasi, implementasi, penilaian Kurikulum 2013.

## **ABSTRACT**

### **EVALUATION OF THE IMPLEMENTATION OF THE CURRICULUM 2013 ASSESSMENT TECHNIQUE ON CHEMISTRY SUBJECTS OF SMA CLASS XI IN TANGGAMUS DISTRICT**

**By:**  
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The objectives of this research is to describe both of the suitability and discrepancy between design, instruments, implementation, and effectiveness of the Curriculum 2013 assessment technique of chemical subject at the eleventh grade in Tanggamus regency using established criteria. The research was conducted based on Provus evaluation model (Discrepancy Evaluation Model). Data was collected by observation and document analysis. Data was analyzed by descriptive statistics and compared with established criteria (i.e.  $\geq$  well). The subjects of the research consisted of five chemistry teachers at Senior High School of 1 Sumberejo, Senior High School of 1 Kotaagung, and Senior High School of 1 Talangpadang. The results showed: (1) the design of assessment: 40% of teachers were categorized good; (2) the instruments of assessment: 40% of teachers were categorized good; (3) the implementation of the assessment: 20% of teachers categorized as very good; and (4) the effectiveness of assessment: 20% of teachers were categorized good.

**Keywords:** evaluation, implementation, Curriculum 2013 assessment.