

**PENGEMBANGAN MODEL ASESMEN FORMATIF BERBASIS
INKUIRI TERBIMBIING UNTUK MENUMBUHKAN *SELF-
REGULATION* SISWA SMA**

ABSTRAK

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Penelitian ini bertujuan untuk menghasilkan produk model asesmen formatif berbasis inkuiri terbimbing untuk menumbuhkan *self-regulation* siswa, kepraktisan, kemanfaatan dan keefektifan model asesmen formatif dalam pembelajaran fisika SMA. Penelitian ini merupakan penelitian *Research and Development* dengan menggunakan model Borg, *et al.*, (2003). Subjek uji coba pada tahap awal dilakukan kepada 3 guru fisika dan siswa kelas XII MIA di SMA Negeri 1 Raman Utara. Subjek uji operasional dilakukan kepada 1 guru fisika dan siswa kelas XI MIA di SMA Negeri 1 Raman Utara. Desain uji coba pemakaian menggunakan desain *one shoot case study*. Data kelayakan yang dikumpulkan terdiri dari angket tanggapan guru dan siswa, validator ahli isi (kontruksi, substansi, dan bahasa), data lembar aktivitas siswa, dan data hasil belajar siswa. Hasil analisis data menunjukkan bahwa persentase kelayakan model asesmen formatif berbasis inkuiri terbimbing dari validator ahli isi sebesar 78% katagori cukup valid. Model asesmen formatif diterapkan kepada siswa pada uji coba tahap awal adalah valid dan reliabel dengan kesimpulan dapat/layak digunakan. Uji coba tahap operasional pada kepraktisan model asesmen formatif berbasis inkuiri

terbimbing yang dikembangkan dikategorikan sangat tinggi mencapai 91% dan kemanfaatan model asesmen formatif berbasis inkuiri terbimbing yang dikembangkan dikategorikan sangat tinggi mencapai 95%. Hasil aktivitas siswa selama pembelajaran fisika dikategorikan sangat aktif melalui hasil lembar *self-assessment* mencapai 75,6% dan *peer-assessment* mencapai 75,3%. Hasil belajar mencapai ketuntasan klasikal 100% dari nilai kriteria ketuntasan minimal yang telah ditetapkan yaitu hasil *pretest-posttest* melalui nilai *n-gain* mencapai 0,75 kategori efektif. Hasil analisis penelitian ini disimpulkan bahwa model asesmen formatif ini layak dan efektif untuk digunakan mengungkap pertumbuhan *self-regulation* siswa melalui beberapa bagian instrumen yang dikembangkan di dalam model asesmen formatif berbasis inkuiri terbimbing.

Kata Kunci: Model asesmen formatif, Inkuiri terbimbing, *Self-regulation*.

**DEVELOPMENT OF FORMATIVE ASSESSMENT MODELS BASED ON
GUIDED-INQUIRY TO GENERATE STUDENT'S SELF-REGULATION IN
SENIOR HIGH SCHOOL**

ABSTRACT

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This research aims to develop a formative assessment models based on guided-inquiry to generate student's self-regulation, practicality, benefit and effectivity of the formative assessment models in senior high school. The research through Borg, et al., (2003) models. The subject preliminary field testing of this research were three physics teacher and 12nd grade student in SMA Negeri 1 Raman Utara. The subject operational field testing of this research were one physics teacher and 11st grade student in SMA Negeri 1 Raman Utara. The design operational field testing uses one shoot case study. The expedience data colleted consist of the questionnaire response to teacher and student's, content validators (construction, substance, and language), observation data student's activity, and outcomes data student's learning. The analysis data shows that the percentage expedience of formative assessment models based on guided inquiry from content validators reach a 78% which categorized quite valid. Formative assessment models applied to student's on preliminary field testing are valid and reliable in other words the models is expedient. The operational field testing of formative assessment models based on guided inquiry the results student's activity during physics

learning is categorized very active through self-assessment results reaches 75,6% and peer-assessment results reaches 75,3%. The outcomes learning of classical completeness reaches 100% from the minimal completeness criteria value which has been determined is pretest-posttest result through n-gain value reaches 0,75 categorized effective. The practicality of formative assessment models based on guided inquiry categorized is very high reach a 91%. The conclusion of this research shows that the formative assessment models is expedient and effective to be used to know the generate student's self-regulation through some parts develop of the instrument formative assessment models based on guided inquiry.

Keywords: Formative assessment models, guided-Inquiry, Self-regulation.