

ABSTRAK

IMPELEMENTASI INSTRUMEN *ASSESSMENT FOR LEARNING* (AFL) PADA *PROJECT BASED LEARNING* (PJBL) UNTUK MEMETAKAN KEMAMPUAN BERPIKIR KREATIF DAN KOLABORATIF PESERTA DIDIK SMA DI KECAMATAN NATAR

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Penelitian ini bertujuan untuk mengimplementasikan instrumen *Assessment for Learning* (AfL) pada *Project Based Learning* (PjBL) untuk memetakan kemampuan berpikir kreatif dan kolaboratif peserta didik pada tiga SMA dengan status berbeda di Kecamatan Natar. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan teknik pemetaan kemampuan melalui soal uraian untuk kemampuan berpikir kreatif, serta instrumen *self assessment* dan *peer assessment* berbasis rubrik untuk kemampuan kolaboratif. Hasil penelitian menunjukkan bahwa implementasi AfL bervariasi antar sekolah. SMA Swasta Keagamaan menunjukkan tingkat implementasi AfL dan capaian kemampuan peserta didik yang paling tinggi, baik dalam aspek berpikir kreatif maupun kolaboratif. Hal ini didukung oleh karakteristik peserta didik yang disiplin dan terbiasa dengan pembelajaran berbasis nilai religius dan tanggung jawab kolektif. Temuan ini menunjukkan pentingnya konsistensi pelaksanaan AfL dan peran lingkungan sekolah dalam membentuk keterampilan abad ke-21.

Kata Kunci: *Assessment for Learning*, Berpikir kreatif, Kolaboratif, Pemetaan kemampuan berpikir kreatif dan kolaboratif, *Project Based Learning*

ABSTRACT

IMPLEMENTATION OF ASSESSMENT FOR LEARNING (AFL) INSTRUMENTS IN PROJECT BASED LEARNING (PJBL) TO MAPPING CREATIVE THINKING AND COLLABORATIVE THINKING ABILITY OF HIGH SCHOOL STUDENTS IN NATAR SUB-DISTRICT

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This study aims to implement the Assessment for Learning (AfL) instrument in Project Based Learning (PjBL) to mapping students' creative and collaborative thinking ability in three high schools with different status in Natar District. This study used a descriptive quantitative approach with ability mapping techniques through description questions for creative thinking ability, as well as rubric-based self-assessment and peer assessment instruments for collaborative skills. The results showed that the implementation of AfL varied between schools. Religious Private High Schools show the highest level of AfL implementation and learner achievement, both in creative thinking and collaborative aspects. This is supported by the characteristics of students who are disciplined and accustomed to learning based on religious values and collective responsibility. These findings indicate the importance of consistent implementation of AfL and the role of the school environment in shaping 21st century skills.

Keywords: *Assessment for Learning, Creative thinking, Collaborative, Mapping of creative and collaborative thinking ability, Project Based Learning.*