

ABSTRAK

IMPLEMENTASI INSTRUMEN *ASSESSMENT AS LEARNING* PADA PEMBELAJARAN FISIKA BERBASIS MASALAH UNTUK MENSTIMULASI SIKAP ILMIAH SISWA

Oleh

NOVITA INDRIANI

Tujuan penelitian ini adalah untuk mengetahui implementasi instrumen *Assessment as Learning* pada pembelajaran fisika berbasis masalah dalam menstimulasi sikap ilmiah siswa di Kota Bandar Lampung. Penelitian kuantitatif deskriptif ini menggunakan sampel dari siswa kelas XI.F4 SMANLA, Kelas XI.1 SMA GM dan XI.1 SMA JN Tahun Ajaran 2025/2026 yang dipilih menggunakan teknik *purposive sampling*. Desain penelitian yang digunakan yaitu kuantitatif deskriptif. Pengumpulan data dilakukan melalui *self-assessment*, *peer-assessment* dan observasi untuk mengetahui sikap ilmiah siswa selama proses pembelajaran. Analisis data menggunakan teknik *mapping* dengan statistik deskriptif. Hasil penelitian menunjukkan bahwa implementasi instrumen AaL dalam pembelajaran fisika berbasis masalah mampu menstimulasi dan memetakan sikap ilmiah siswa secara holistik melalui tiga bentuk penilaian, yaitu *self-assessment*, *peer-assessment*, dan observasi serta variasi *respons* siswa antar sekolah yang menunjukkan bahwa penerapan AaL bersifat kontekstual, bergantung pada lingkungan dan karakteristik masing-masing sekolah.

Kata Kunci: *Assessment as Learning*, *Problem Based Learning*, Sikap Ilmiah.

ABSTRACT

IMPLEMENTATION OF ASSESSMENT AS LEARNING INSTRUMENTS IN PROBLEM-BASED PHYSICS LEARNING TO STIMULATE STUDENTS' SCIENTIFIC ATTITUDES

By

NOVITA INDRIANI

The aim of this study is to investigate the implementation of Assessment as Learning instruments in problem-based physics learning to stimulate students scientific attitudes in Bandar Lampung. This descriptive quantitative research involved samples from Grade XI.F4 at SMANLA, Grade XI.1 at SMA GM, and Grade XI.1 at SMA JN for the 2025/2026 academic year, selected through purposive sampling. The research design employed was descriptive quantitative. Data were collected through self-assessment, peer-assessment, and observation to examine students' scientific attitudes during the learning process. Data analysis was conducted using mapping techniques with descriptive statistics. The results show that the implementation of AaL instruments in problem-based physics learning can holistically stimulate and map students scientific attitudes through three types of assessment self-assessment, peer-assessment, and observation. Additionally, variations in students' responses across schools indicate that the application of AaL is contextual, depending on the environment and characteristics of each school.

Keywords: *Assessment as Learning, Problem-Based Learning, Scientific Attitudes.*