

ABSTRAK

IMPLEMENTASI *ASSESMENT FOR LEARNING* PADA PEMBELAJARAN FISIKA BERBASIS MASALAH UNTUK MENSTIMULASI *HIGHER ORDER THINKING SKILLS* (HOTS)

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Penelitian ini bertujuan untuk mendeskripsikan dampak penerapan *Assesment for Learning* pada pembelajaran fisika berbasis masalah untuk menstimulasi *Higher Order Thinking Skills* (HOTS) peserta didik. Penelitian ini dilaksanakan di SMA Negeri 1 Kalianda pada semester genap tahun ajaran 2024/2025 dengan sampel penelitian kelas XI Merdeka 7. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *one group pretest-posttest*. Hasil penelitian menunjukkan bahwa penerapan *Assesment for Learning* dalam pembelajaran berbasis masalah memberikan dampak positif terhadap peningkatan HOTS peserta didik ditinjau dari skor *N-gain* sebesar 0,61 yang dikategorikan sedang. Hal ini dibuktikan melalui uji statistik dengan nilai signifikansi sebesar 0,000 yang menunjukkan adanya perbedaan signifikan antara hasil *pretest* dan *posttest*. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan *Assesment for Learning* dalam pembelajaran fisika berbasis masalah berdampak positif dalam menstimulasi HOTS peserta didik.

Kata Kunci: *Assesment for Learning*, Pembelajaran Berbasis Masalah, *Higher Order Thinking Skills*.

ABSTRACT

IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN PROBLEM-BASED PHYSICS LEARNING TO STIMULATE HIGHER ORDER THINKING SKILLS (HOTS)

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This study aims to describe the impact of the implementation Assessment for Learning in problem-based physics learning to stimulate students' Higher Order Thinking Skills (HOTS). This study was conducted at SMA Negeri 1 Kalianda in the even semester of the 2024/2025 academic year with research sample of class XI Merdeka 7. The research method used was quasi-experimental design with one-group pretest-posttest design. The results showed that the implementation of Assessment for Learning in problem-based learning had a positive impact on increasing students' HOTS as indicated by the N-gain score of 0.61, which was categorized as moderate. This was proven through statistical test with a significance value of 0.000, which indicated significant difference between the pretest and posttest results. Based on the results of the study, it can be concluded that the implementation of Assessment for Learning in problem-based physics learning has a positive impact on stimulating students' HOTS.

Keywords: Assesment for Learning, Problem-Based Learning, Higher Order Thinking Skills.