

ABSTRAK

PENILAIAN HASIL BELAJAR SISWA DALAM MATA PELAJARAN SENI BUDAYA PADA KURIKULUM MERDEKA DI SMA PERINTIS 1 BANDAR LAMPUNG

Oleh

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Penelitian ini bertujuan untuk mendeskripsikan penilaian hasil belajar siswa pada mata pelajaran seni budaya di SMA Perintis 1 Bandar Lampung yang menerapkan kurikulum merdeka. Penelitian ini menggunakan metode kualitatif dengan analisis data secara deskriptif. Subjek penelitian meliputi guru seni budaya dan siswa kelas X.5 yang berjumlah 37 siswa, sedangkan fokus penelitian terletak pada penilaian hasil belajar yang mencakup aspek diagnostik, formatif, dan sumatif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, serta keabsahan data melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penilaian dilakukan secara menyeluruh melalui gabungan penilaian diagnostik, formatif, dan sumatif. Penilaian diagnostik dilakukan melalui tes tertulis, penilaian formatif melalui praktik tari sige pengunten menggunakan lembar ceklis, serta penilaian sumatif menggabungkan nilai diagnostik dan formatif serta 50 butir soal pilihan ganda. 30 siswa mencapai kriteria ketuntasan minimal (KKM) yaitu nilai diatas 75, namun terdapat 7 siswa yang masih memerlukan tindak lanjut berupa pembelajaran remedial.

Kata Kunci : penilaian hasil belajar, seni tari, kurikulum merdeka.

ABSTRACT

ASSESSMENT OF LEARNING OUTCOMES OF STUDENTS IN CULTURAL ARTS SUBJECTS IN THE MERDEKA CURRICULUM AT SMA PERINTIS 1 BANDAR LAMPUNG

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This study aims to describe the assessment of learning outcomes of class X.5 students in dance arts subjects at SMA Perintis 1 Bandar Lampung, which implements the independent curriculum. This research uses a qualitative method with data presented descriptively. The research subjects include dance arts teachers and class X.5 students, totaling 37 students, while the focus of the study is on the assessment of learning outcomes, covering diagnostic, formative, and summative aspects. Data collection techniques were conducted through observation, interviews, and documentation, and data validity was ensured through source and technique triangulation. The results of the study indicate that the assessment is carried out comprehensively through a combination of diagnostic, formative, and summative evaluations. Cognitive assessment is conducted through written tests, affective assessment through observation of students' attitudes and activeness, and psychomotor assessment through dance movement practice. Most students meet the minimum competency criteria (KKM). However, there are some students who still require follow-up in the form of remedial learning.

Keywords : *learning assessment, dance, merdeka curriculum.*