

IMPLEMENTASI ASSESMENT AUTENTIK DALAM PEMBELAJARAN GEOGRAFI DI SMA NEGERI KOTA SINGARAJA

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ABSTRAK

Penelitian ini dilakukan untuk memperoleh gambaran tentang persiapan, pelaksanaan, pelaporan, serta solusi terhadap kesulitan guru menerapkan assesment autentik dalam kegiatan belajar mengajar pada SMA Negeri di Kota Singaraja. Penelitian ini menggunakan analisis deskriptif kualitatif mengacu pada model Miles dan Huberman. Teknik pengumpulan data dilakukan dengan tiga metode, yaitu wawancara, observasi, dan pencatatan dokumen. Hasil dari penelitian ini menunjukkan penilaian autentik dalam kurikulum 2013 yang dilakukan guru dalam pembelajaran geografi dinilai dari ranah sikap, pengetahuan, dan keterampilan. Persiapan assesment autentik dilakukan dengan membuat indikator penilaian yang telah disiapkan dalam RPP. Untuk ranah sikap penilaian dilaksanakan dengan teknik observasi, penilaian diri, penilaian teman sejawat, dan jurnal catatan guru. Pada ranah pengetahuan, guru menggunakan teknik tes tulis, tes lisan, dan penugasan yang telah disiapkan pada RPP. Pelaksanaan penilaian keterampilan pada pembelajaran geografi menggunakan teknik kinerja, proyek, dan portofolio. Pelaporan penilaian autentik pada pembelajaran geografi berbentuk nilai yang sesuai dengan KKM yang telah disepakati. Solusi terhadap kesulitan guru dalam penerapan assesment autentik bisa menggunakan format penilaian dalam *ms. excel*. Selanjutnya pelaporan assesment autentik diberikan pendidik kepada peserta didik disertai dengan *feedback* sehingga dapat dijadikan acuan perbaikan pada pembelajaran berikutnya.

Kata-kata kunci: *Implementasi assesment autentik, pembelajaran geografi.*

**IMPLEMENTATION OF AUTHENTIC ASSESSMENT
IN GEOGRAPHIC LEARNING IN STATE HIGH SCHOOL OF SINGARAJA
CITY**

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ABSTRACT

This research was conducted to obtain an overview of the preparation, implementation, reporting, and solutions to the difficulties of teachers applying authentic assessment in teaching and learning activities in State High School of Singaraja City. This study uses a qualitative descriptive analysis referring to the Miles and Huberman model. Data collection techniques were carried out using three methods, namely interviews, observation, and document recording. The results of this study indicate authentic assessment in the 2013 curriculum conducted by teachers in learning geography judged in the realm of attitudes, knowledge, and skills. Preparation of authentic assessment is done by making assessment indicators that have been prepared in the lesson plan. For the realm of attitude assessment is carried out by observation, self-assessment, peer assessment, and teacher's journal entries. In the realm of knowledge, teachers use written test techniques, oral tests, and assignments that have been prepared in the lesson plan. Conduct skills assessment of geography learning using performance, project and portfolio techniques. Reporting authentic assessment on learning geography in the form of grades that are in accordance with the agreed KKM. The solution for teacher difficulties in applying authentic assessment can use the assessment format in ms. excel. Furthermore, authentic assessment reporting is given by educators to students accompanied with feedback so that it can be used as a reference for improvement in subsequent learning.

Key words: Implementation of authentic assessment, geography learning.