

**PENGARUH PEMAHAMAN PENDEKATAN *DESIGN FOR CHANGE*  
DAN KONSEP EVALUASI TERHADAP KREATIVITAS GURU DALAM  
MENGEMBANGKAN EVALUASI PEMBELAJARAN MATEMATIKA  
SEKOLAH INKLUSI SMK PUSAT KEUNGGULAN**

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**ABSTRAK**

Evaluasi pembelajaran konvensional masih dominan digunakan dalam pembelajaran matematika seringkali kurang relevan bagi peserta didik berkebutuhan khusus. Implementasi kurikulum matematika SMK-PK juga belum optimal mendukung pendidikan inklusi, karena belum mengadopsi evaluasi berbasis *Design Thinking* yang ramah ABK dan selaras dengan roh pembelajaran SMK, salah satunya dengan pendekatan *Design for Change* sebagai penyederhanaan *Design Thinking*. Penelitian ini bertujuan untuk menyelidiki pengaruh antara pemahaman guru terkait pendekatan *Design for Change* dan konsep dasar evaluasi pembelajaran terhadap kreativitas guru dalam mengembangkan evaluasi matematika. Pendekatan *Design for Change* melibatkan empat tahapan utama: *Feel*, *Imagine*, *Do*, dan *Share*. Penelitian menggunakan metode kuantitatif yang melibatkan 46 guru matematika dari 8 sekolah inklusi jenjang SMK-PK di Kabupaten Buleleng. Data dikumpulkan melalui kuesioner, wawancara, dan observasi. Instrumen penelitian telah melalui uji validitas dan reliabilitas, yang menunjukkan tingkat keandalan yang sangat tinggi. Hasil penelitian terkait uji parsial pengaruh pemahaman pendekatan *Design for Change* terhadap kreativitas guru ditunjukkan oleh uji-t dengan nilai *Sig.*  $0,00 \leq 0,05$  yang bermakna pemahaman pendekatan *Design for Change* berpengaruh terhadap kreativitas guru. Uji-t juga digunakan untuk mengetahui pengaruh parsial pemahaman konsep dasar evaluasi terhadap kreativitas guru dengan memperoleh nilai *Sig.*  $0,00 \leq 0,05$ , bermakna pemahaman konsep dasar evaluasi pembelajaran berpengaruh terhadap kreativitas guru. Pengaruh simultan pemahaman guru terkait pendekatan *Design for Change* dan konsep dasar evaluasi terhadap kreativitas guru ditunjukkan dengan uji-F yang memperoleh nilai *Sig.*  $0,00 \leq 0,05$  yang bermakna pemahaman pendekatan *Design for Change* dan konsep dasar evaluasi berpengaruh terhadap kreativitas guru dengan pengaruh simultan sebesar 75,5%. Hasil ini menunjukkan bahwa pemahaman pendekatan *Design for Change* dan konsep dasar evaluasi berpengaruh kuat terhadap kreativitas guru. Penelitian ini berperan pada pengembangan evaluasi yang inklusif, meningkatkan kompetensi pedagogik guru, dan meningkatkan kualitas pembelajaran matematika sekolah inklusi.

Kata Kunci : Evaluasi Pembelajaran Matematika, *Design for Change*, Kreativitas Guru, Sekolah Inklusi

**THE EFFECT OF UNDERSTANDING THE DESIGN FOR CHANGE  
APPROACH AND THE CONCEPT OF EVALUATION ON TEACHERS'  
CREATIVITY IN DEVELOPING MATHEMATICS LEARNING  
EVALUATION IN INCLUSIVE VOCATIONAL SCHOOL CENTERS OF  
EXCELLENCE.**

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**ABSTRACT**

Conventional learning evaluations are still predominantly used in mathematics learning, often less relevant for students with special needs. The implementation of the SMK-PK mathematics curriculum has also not optimally supported inclusive education, because it has not adopted Design Thinking-based evaluations that are friendly to children with disabilities and in line with the spirit of SMK learning, one of which is the Design for Change approach as a simplification of Design Thinking. This study aims to investigate the influence of teachers' understanding of the Design for Change approach and basic concepts of learning evaluation on their creativity in developing mathematics evaluations. The Design for Change approach involves four main stages: Feel, Imagine, Do, and Share. The study used quantitative methods involving 46 mathematics teachers from 8 inclusive schools at the SMK-PK in Buleleng Regency. Data were collected through questionnaires, interviews, and observations. The research instruments were tested for validity and reliability, which showed a very high level of validity and reliability. The results of the research related to the partial test of the effect of understanding the Design for Change approach on teacher creativity are shown by the t-test with a Sig value.  $0.00 \leq 0.05$ , which means that understanding the Design for Change approach affects teacher creativity. The t-test was also used to determine the partial effect of understanding the basic concepts of evaluation on teacher creativity by obtaining a Sig value.  $0.00 \leq 0.05$ , meaning that understanding the basic concepts of learning evaluation affects teacher creativity. The simultaneous effect of teachers' understanding of the Design for Change approach and the basic concepts of evaluation on teacher creativity is shown by the F-test which obtained a Sig.  $0.00 \leq 0.05$ , which means that understanding the Design for Change approach and the basic concepts of evaluation affects teacher creativity with a simultaneous effect of 75.5%. These results indicate that understanding the Design for Change approach and basic concepts of evaluation has a strong effect on teacher creativity. This research contributes to the development of inclusive evaluation, improves teachers' pedagogical competence, and improves the quality of inclusive school mathematics learning.

**Keywords :** Mathematics Learning Evaluation, Design for Change, Teachers' Creativity, Inclusive School.