

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

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ABSTRAK

Pembelajaran matematika di sekolah inklusi jenjang SMK Pusat Keunggulan bertujuan menyiapkan siswa, termasuk anak berkebutuhan khusus, untuk dunia kerja dan industri. Keberhasilan siswa dalam pembelajaran, khususnya dalam pelajaran matematika, memerlukan adanya evaluasi terhadap pembelajaran matematika. Untuk itu, menyusun evaluasi pembelajaran yang inovatif memerlukan kemandirian, kreativitas, dan pemahaman tentang konsep dasar evaluasi pembelajaran bagi seorang guru. Evaluasi pembelajaran yang relevan digunakan di sekolah inklusi jenjang SMK PK dapat didukung dengan pendekatan *Design for Change* yang memiliki keselarasan melalui tahapan, yaitu *feel, imagine, do, dan share*. Penelitian ini bertujuan untuk menganalisis pengaruh pemahaman *Design for Change*, konsep dasar evaluasi pembelajaran, dan kreativitas terhadap kemandirian guru dalam mengembangkan evaluasi pembelajaran matematika. Penelitian ini menggunakan metode kuantitatif dengan sampel penelitian mencakup 114 guru matematika dari 159 populasi guru di sekolah inklusi jenjang SMK PK di provinsi Bali. Proses pengumpulan data melalui penyebaran kuesioner, observasi, dan wawancara. Hasil analisis metode kuantitatif menunjukkan bahwa masing-masing hubungan variabel berpengaruh secara signifikan karena memiliki nilai $p\text{-value} < 0,05$. Pemahaman pendekatan *Design for Change*, konsep dasar evaluasi terhadap kreativitas guru sebesar 65,7% dan pemahaman *Design for Change*, konsep dasar evaluasi dan kreativitas terhadap kemandirian sebesar 76,8%. Hasil analisis kualitatif menunjukkan pendekatan *Design for Change* ini berpengaruh terhadap kemandirian dan kreativitas guru dalam mengembangkan evaluasi pembelajaran matematika yang didasari dengan pemahaman konsep evaluasi yang baik.

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

**THE INFLUENCE OF UNDERSTANDING THE DESIGN FOR CHANGE
APPROACH, EVALUATION CONCEPT, AND CREATIVITY ON
TEACHER INDEPENDENCE IN DEVELOPING MATHEMATICS
LEARNING EVALUATION IN INCLUSIVE SCHOOLS AT THE CENTER
OF EXCELLENCE VOCATIONAL HIGH SCHOOL**

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ABSTRACT

Mathematics learning in inclusive schools at the SMK Pusat Keunggulan level aims to prepare students, including children with special needs, for the world of work and industry. Student success in learning, especially in mathematics lessons, requires an evaluation of mathematics learning. Therefore, compiling innovative learning evaluations requires independence, creativity, and an understanding of the basic concepts of learning evaluation for a teacher. Relevant learning evaluations used in inclusive schools at the SMK PK level can be supported by the Design for Change approach which has alignment through stages, namely feel, imagine, do, and share. This study aims to analyze the influence of understanding Design for Change, the basic concept of learning evaluation, and creativity on teacher independence in developing mathematics learning evaluations. This study uses a quantitative method with a research sample covering 114 mathematics teachers from 159 teacher populations at inclusive schools at the SMK PK level in Bali province. The data collection process was through distributing questionnaires, observations, and interviews. The results of the quantitative method analysis showed that each variable relationship had a significant effect because it had a p -value < 0.05 . Understanding of the Design for Change approach, the basic concept of evaluation of teacher creativity is 65.7%, and knowledge of Design for Change, the basic concept of evaluation and creativity towards independence is 76.8%. The results of the qualitative analysis show that the Design for Change approach affects teacher independence and creativity in developing mathematics learning evaluations based on a good understanding of the evaluation concept.

Keywords: *Mathematics Learning Evaluation, Inclusive Schools, Design for Change, Teacher Independence, and Teacher Creativity.*