

**HUBUNGAN PERSEPSI SISWA TERHADAP EVALUASI BERBASIS
DESIGN FOR CHANGE DENGAN HASIL BELAJAR MATEMATIKA
SISWA INKLUSI SMK-PK DI BALI**

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ABSTRAK

Evaluasi pembelajaran yang humanis, adaptif, dan sesuai kebutuhan siswa penting bagi keberhasilan belajar, terutama bagi siswa inklusi. Pendekatan *Design for Change* dengan tahapan *Feel, Imagine, Do, dan Share* menawarkan proses evaluasi yang partisipatif, fleksibel, dan kontekstual, sehingga memberi ruang bagi siswa inklusi untuk terlibat aktif dan bermakna. Penelitian ini bertujuan untuk menganalisis hubungan antara persepsi siswa terhadap evaluasi pembelajaran matematika berbasis *Design for Change* dengan hasil belajar matematika siswa inklusi di SMK Pusat Keunggulan (SMK-PK) di Provinsi Bali. Penelitian ini menggunakan metode campuran jenis korelasional. Data kuantitatif dikumpulkan melalui angket persepsi siswa dan dokumen hasil belajar 244 siswa, sedangkan data kualitatif diperoleh melalui wawancara mendalam kepada dua siswa. Analisis regresi linier sederhana menunjukkan bahwa persepsi siswa terhadap evaluasi berbasis DfC memiliki hubungan positif dan signifikan terhadap hasil belajar matematika (koefisien regresi = 0,690; Sig. = 0,000). Temuan ini diperkuat oleh hasil kualitatif yang menunjukkan bahwa siswa dengan persepsi positif cenderung lebih terbantu melalui umpan balik, merasa relevansi materi, lebih terlibat, serta menunjukkan peningkatan rasa percaya diri. Secara keseluruhan, penelitian ini menegaskan bahwa persepsi positif terhadap evaluasi berbasis DfC berkontribusi pada meningkatnya hasil belajar matematika siswa inklusi.

Kata Kunci: Evaluasi Pembelajaran Matematika, *Design for Change*, Persepsi Siswa, Hasil Belajar Matematika

**THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS OF
DESIGN FOR CHANGE BASED EVALUATION AND THE
MATHEMATICS LEARNING OUTCOMES OF INCLUSIVE STUDENTS AT
SMK-PK IN BALI**

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ABSTRAK

Humanistic, adaptive, and student centered learning evaluation is crucial for learning success, especially for inclusive students. The Design for Change approach, which consists of the stages Feel, Imagine, Do, and Share, offers a participatory, flexible, and contextual evaluation process, providing opportunities for inclusive students to engage actively and meaningfully. This study aimed to analyze the relationship between students' perceptions of Design for Change based mathematics learning evaluation and the mathematics learning outcomes of inclusive students at Vocational High Schools of Centers of Excellence SMK PK in the Province of Bali. This study employed a mixed methods approach with a correlational design. Quantitative data were collected through a student perception questionnaire and mathematics learning outcome documents from 244 students, while qualitative data were obtained through in depth interviews with two students. Simple linear regression analysis indicated that students' perceptions of Design for Change based evaluation had a positive and significant relationship with mathematics learning outcomes with a regression coefficient of 0.690 and a significance value of 0.000. These findings were strengthened by qualitative results showing that students with positive perceptions tended to benefit more from feedback, perceive the relevance of the material, be more engaged in learning, and demonstrate increased self confidence. Overall, this study confirms that positive perceptions of Design for Change based evaluation contribute to improved mathematics learning outcomes of inclusive students.

Keywords: Mathematics Learning Evaluation, Design for Change, Students' Perceptions, Mathematics Learning Outcomes.