

**ANALISIS PERSEPSI GURU TERHADAP EVALUASI BERBASIS
DESIGN FOR CHANGE DALAM PEMBELAJARAN MATEMATIKA DI
SEKOLAH INKLUSI JENJANG SMK-PK PROVINSI BALI**

Oleh

I Gede Maysha Sueca Darmaputra, NIM 2213011098

Program Studi Pendidikan Matematika

ABSTRAK

Evaluasi berbasis *Design for Change* pada pembelajaran matematika yang merupakan penyederhanaan dari *Design Thinking* menjadi solusi dalam evaluasi yang lebih inklusif. Tujuan penelitian ini adalah untuk mendeskripsikan persepsi guru terhadap pelaksanaan evaluasi berbasis DfC dalam pembelajaran matematika di sekolah inklusi jenjang SMK-PK Provinsi Bali. Penelitian ini merupakan deskriptif kualitatif. Subjek penelitian adalah 92 orang guru matematika di SMK-PK Provinsi Bali dan secara mendalam untuk pengambilan data wawancara serta observasi menggunakan subjek penelitian guru matematika di SMK Negeri 3 Singaraja. Observasi dan wawancara melibatkan tiga subjek dengan kategori sangat baik, baik, dan cukup baik. Analisis kualitatif dilaksanakan dengan pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa 54% persepsi guru kategori sangat baik, 37% persepsi guru kategori baik, dan 9% persepsi guru kategori cukup baik. Guru merasa evaluasi berbasis DfC membantu guru dalam menilai siswa di kelas inklusi. Selain itu guru juga merasa evaluasi DfC memberikan evaluasi yang variatif dan fleksibel. Meskipun menghadapi tantangan, guru berhasil untuk menemukan solusi dalam menghadapi tantangan tersebut. Hasil penelitian juga sejalan dengan penelitian sebelumnya yang menyatakan bahwa evaluasi berbasis DfC dapat meningkatkan kualitas evaluasi di sekolah inklusi.

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

***ANALYSIS OF TEACHERS' PERCEPTIONS OF DESIGN FOR CHANGE–
BASED ASSESSMENT IN MATHEMATICS LEARNING AT INCLUSIVE
SMK-PK SCHOOLS IN BALI PROVINCE***

By

I Gede Maysha Sueca Darmaputra, Student ID 2213011098

Mathematics Education Study Program

ABSTRACT

Design for Change–based assessment in mathematics learning, which is a simplification of Design Thinking, offers a solution for more inclusive evaluation practices. This study aims to describe teachers' perceptions of the implementation of Design for Change (DfC)–based assessment in mathematics learning at inclusive SMK-PK schools in Bali Province. This research employed a qualitative descriptive approach. The research subjects were 92 mathematics teachers from SMK-PK schools across Bali Province, with in-depth data collection through interviews and observations conducted with mathematics teachers at SMK Negeri 3 Singaraja. The observation and interview stages involved three subjects categorized as very good, good, and fairly good. Qualitative analysis was carried out through data collection, reduction, presentation, and conclusion drawing. The results showed that 54% of teachers' perceptions were categorized as very good, 37% as good, and 9% as fairly good. Teachers perceived that DfC-based assessment helps them assess students in inclusive classrooms. In addition, teachers felt that DfC-based assessment provides more varied and flexible evaluation methods. Despite facing challenges, teachers were able to find solutions to address these challenges. The findings are also consistent with previous studies indicating that DfC-based assessment can improve the quality of evaluation in inclusive schools.

Keywords: *Mathematics Learning Assessment, Design for Change, Teacher Perception, Inclusive Schools.*