

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

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ABSTRAK

Pembelajaran matematika di sekolah inklusi jenjang SMK Pusat Keunggulan dirancang untuk mempersiapkan seluruh siswa termasuk siswa berkebutuhan khusus, agar siap menghadapi kebutuhan dunia kerja dan industri setelah menyelesaikan pendidikan di sekolah. Pendekatan *Design for Change* dengan tahapan *feel, imagine, do, dan share* dapat menjadi pilihan yang selaras untuk mendukung pelaksanaan evaluasi di SMK-PK. Mengkaji persepsi siswa menjadi hal penting karena memberikan gambaran langsung tentang sejauh mana evaluasi yang diterapkan mampu menjawab kebutuhan siswa. Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap evaluasi berbasis *Design for Change* untuk pembelajaran matematika pada sekolah inklusi jenjang SMK-PK di Provinsi Bali. Penelitian ini menggunakan metode kualitatif dengan subjek penelitian yaitu siswa SMK-PK Provinsi Bali untuk pendalaman diambil subjek sebanyak 5 orang siswa. Proses pengumpulan data melalui observasi, penyebaran angket, dan wawancara. Hasil dari angket menunjukkan 44,97 % siswa memiliki persepsi yang cukup baik. Setelah wawancara dan observasi dengan analisis kualitatif dapat disimpulkan bahwa siswa memandang evaluasi berbasis *Design for Change* mampu memberikan umpan balik yang sesuai kebutuhan, mendorong kemampuan berpikir kritis, relevan dengan kehidupan, serta meningkatkan semangat belajar siswa.

Kata Kunci: *Design for Change*, Persepsi Siswa, Evaluasi, SMK-PK

***STUDENT PERCEPTION ANALYSIS OF DESIGN FOR CHANGE-BASED
EVALUATION IN MATHEMATICS LEARNING IN INCLUSIVE SCHOOLS
AT SMK-PK LEVEL IN BALI PROVINCE***

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ABSTRAC

Mathematics learning in inclusive schools at the Center of Excellence Vocational Schools (SMK Pusat Keunggulan) is designed to prepare all students, including students with special needs, to be ready to face the needs of the world of work and industry after completing their education at school. The Design for Change approach with the stages of feel, imagine, do, and share can be a harmonious choice to support the implementation of evaluation in SMK-PK. Assessing student perceptions is important because it provides a direct picture of the extent to which the implemented evaluation is able to meet student needs. This study aims to describe student perceptions of Design for Change-based evaluation for mathematics learning in inclusive schools at the SMK-PK level in Bali Province. This study uses a qualitative method with research subjects being SMK-PK students in Bali Province for in-depth study, as many as 5 students were taken as subjects. The data collection process through observation, questionnaire distribution, and interviews. The results of the questionnaire showed that 44.97% of students had a fairly good perception. After interviews and observations with qualitative analysis, it can be concluded that students view Design for Change-based evaluation as being able to provide feedback that is appropriate to needs, encourages critical thinking skills, is relevant to life, and increases students' enthusiasm for learning.

Kata Kunci: Design for Change, Students Perception, Evaluation, SMK-PK