

**PENGARUH IMPLEMENTASI ASESMEN KINERJA TERHADAP HASIL
BELAJAR MATEMATIKA DITINJAU DARI GAYA KOGNITIF
DENGAN MENGONTROL KECERDASAN
LOGIS MATEMATIS**

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ABSTRAK

Penelitian ini bertujuan mengkaji pengaruh implementasi asesmen kinerja terhadap hasil belajar matematika ditinjau dari gaya kognitif dengan mengontrol kecerdasan logis matematis. Penelitian ini dilaksanakan pada siswa SMA Negeri di Kecamatan Buleleng menggunakan metode eksperimen dengan *treatment by level* 2×2 . Penelitian ini melibatkan 144 orang siswa SMA kelas X MIPA sebagai sampel penelitian, yang diambil dengan teknik *random sampling*. Data dianalisis dengan analisis kovarians univariat dengan bantuan program *IBMSPSS24.0 for Windows* pada taraf signifikansi (α) = 0,05. Hasil penelitian menunjukkan: 1) terdapat perbedaan hasil belajar matematika antara siswa yang mengikuti pembelajaran dengan asesmen kinerja dan siswa yang mengikuti pembelajaran dengan asesmen konvensional setelah mengontrol kecerdasan logis matematis, 2) terdapat pengaruh interaksi antara bentuk asesmen dengan gaya kognitif terhadap hasil belajar matematika setelah mengontrol kecerdasan logis matematis, 3) terdapat perbedaan hasil belajar matematika antara siswa yang mengikuti pembelajaran dengan asesmen kinerja dan siswa yang mengikuti pembelajaran dengan asesmen konvensional setelah mengontrol kecerdasan logis matematis pada siswa yang memiliki gaya kognitif *field independent*, dan 4) terdapat perbedaan hasil belajar matematika antara siswa yang mengikuti pembelajaran dengan asesmen kinerja dan siswa yang mengikuti pembelajaran dengan asesmen konvensional setelah mengontrol kecerdasan logis matematis pada siswa yang memiliki gaya kognitif *field dependent*. Temuan penelitian ini menunjukkan bahwa asesmen kinerja dan gaya kognitif mempunyai pengaruh yang signifikan terhadap hasil belajar matematika, setelah mengontrol kecerdasan logis matematis.

Kata kunci: *asesmen kinerja, hasil belajar matematika, gaya kognitif, kecerdasan logis matematis*

**THE EFFECT OF THE IMPLEMENTATION OF PERFORMANCE
ASSESSMENT ON MATHEMATICS LEARNING ACHIEVEMENT
VIEWED FROM COGNITIVE STYLE BY CONTROLLING LOGICO-
MATHEMATICAL INTELLIGENCE**

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ABSTRACT

This study was aimed at studying the effect of the implementation of performance assessment on mathematics learning achievement viewed from cognitive style by controlling logico-mathematical intelligence. This study was conducted to the students of senior high schools in Buleleng regency by using the experiment method with the 2 x 2 treatment by level. This study involved 144 sixth grade students of Mathematics and Science classes as the sample selected by random sampling. The data were analyzed by using univariate covariance analysis aided by IBM SPSS 24.0 for Windows Program at the 0.05 significance level ($\alpha = 0.05$). The results showed that (1) there was a difference in mathematics learning achievement between the students who learned mathematics with performance assessment and those who learned the same subject with conventional assessment after controlling logico-mathematical intelligence; 2) there was an interaction effect between the form of assessment and cognitive style on mathematics learning achievement after controlling logico-mathematics assessment; 3) there was a difference in mathematics learning achievement between the students who learned mathematics with performance assessment and those who learned the same subject with conventional assessment after controlling logico-mathematical intelligence in the students with field independent cognitive style; and 4) there was a difference in mathematics learning achievement between the students who learned mathematics with performance assessment and those who learned mathematics with conventional assessment after controlling logico-mathematical intelligence in the students with field dependent style. The findings of the study showed that performance assessment and cognitive style have a significant effect on mathematics learning achievement, after controlling logico-mathematical intelligence.

Keywords: *performance assessment, mathematics learning achievement, cognitive style, logico-mathematical intelligence.*