

ABSTRAK

DEWI WAHYUNI. 2020. Pengembangan Instrumen Penilaian Afektif pada Pembelajaran Teks Laporan Hasil Observasi untuk Siswa Kelas VII SMP Swasta Taman Harapan Medan. Tesis. Program Studi Pendidikan Bahasa dan Sastra Indonesia Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengetahui: (1) proses pengembangan instrumen penilaian afektif pada pembelajaran teks laporan hasil observasi siswa, (2) hasil validasi instrumen penilaian afektif pada pembelajaran teks laporan observasi siswa, dan (3) terpenuhinya kelayakan dan keefektifan instrumen penilaian afektif pada pembelajaran teks laporan hasil observasi untuk siswa kelas VII SMP Swasta Taman Harapan Medan yang dikembangkan.

Populasi penelitian ini adalah 110 siswa dan sampel penelitian dilakukan terhadap 35 siswa kelas VII SMP Swasta Taman Harapan Medan. Jenis penelitian yang digunakan adalah penelitian dan pengembangan atau *Research and Development* (R&D). Hasil penelitian menunjukkan bahwa proses pengembangan instrumen penilaian afektif sangat relevan dengan kebutuhan belajar siswa. Hasil validasi oleh ahli materi pada kelayakan instrumen didapatkan persentase sebesar 89,17% dan berada pada kualifikasi valid. Sedangkan hasil penilaian ahli evaluasi didapatkan persentase sebesar 88,57% berada pada kualifikasi valid. Berdasarkan hasil penelitian menunjukkan bahwa instrumen penilaian afektif yang dikembangkan sudah memiliki validitas yang baik sehingga layak untuk digunakan dalam penilaian pembelajaran. Hasil pengukuran kompetensi afektif siswa pada kegiatan 1 komponen sikap diperoleh skor rata-rata 74,26% dengan kategori baik, komponen minat 78,27% dengan kategori baik, komponen konsep diri terdapat 70,49% dengan kategori baik, dan komponen nilai terdapat 66,78 % dengan kategori sedang. Sedangkan pada kegiatan 2 diperoleh skor rata-rata komponen sikap 77,50% dengan kategori baik, komponen minat diperoleh 75,68% dengan kategori baik, komponen konsep diri diperoleh 75% dengan kategori baik, dan komponeni nilai diperoleh 75,37% dengan kategori sedang. Berdasarkan hasil pengukuran kompetensi afektif siswa dari kedua kegiatan pembelajaran tersebut diperoleh rata-rata skor 76,46% dalam kategori baik. Dengan demikian instrumen penilaian afektif yang dikembangkan layak untuk digunakan dan tepat diterapkan dalam kegiatan pembelajaran. Serta dapat mengukur kompetensi afektif siswa sehingga guru lebih mudah mengevaluasi hasil belajar siswa dan dapat mengoptimalkan pembelajaran berikutnya.

Kata Kunci: afektif, teks laporan hasil observasi, instrumen penilaian

ABSTRACT

DEWI WAHYUNI. 2020. Development of Affective Assessment Instruments on Learning Text Report Observation Results for 7th Grade Students of Taman Harapan Medan Private Middle School. Thesis. Indonesian Language and Literature Education Study Program, Postgraduate, State University of Medan.

This study aims to determine: (1) the process of developing affective assessment instruments on learning text reports of student observations, (2) the results of validation of affective assessment instruments on learning text reports of student observations, and (3) fulfilling the feasibility and effectiveness of affective assessment instruments on learning the text of the observation report for 7th grade students of Taman Harapan Medan Private Middle School.

The population of this study was 110 students and the sample of this study was conducted on 35 7th grade students of Taman Harapan Medan Private Middle School. This type of research is Research and Development (R&D). The results of this study indicate that the process of developing attitude assessment instruments is highly relevant to student learning needs. The results of the validation by the material experts on the feasibility of the instrument obtained a percentage of 89.17% and are in valid qualifications. While the results of the evaluation of expert evaluations obtained a percentage of 88.57% are valid qualifications. Based on the results of the study showed that the affective assessment instruments developed already have good validity so that it is feasible to be used in learning assessment. The results of measuring students' affective competence in activity 1 attitudes component obtained an average score of 74.26% with a good category, an interest component of 78.27% with a good category, a selfconcept component contained 70.49% with a good category, and a value component there were 66.78% in the medium category. While in activity 2 an average score of 77.50% attitude component was obtained with a good category, an interest component was obtained 75.68% with a good category, self-concept component was obtained 75% with a good category, and a component score was obtained 75.37% with the category is on. Thus the results of measuring the affective competence of students obtained an average score of 76.46% with a good category. Based on the results of the measurement of affective competence of students from the two learning activities obtained an average score of 76.46% in the good category. Thus the affective assessment instruments developed are appropriate to be used and appropriately applied in learning activities. And can measure students' affective competence so that teachers more easily evaluate student learning outcomes and can optimize subsequent learning.

Keywords: affective, report text, observations, assessment instruments