

ABSTRAK

Davindra Joni Pratama NIM : 8176174007. Pengembangan Perangkat Penilaian Afektif Pada Mata Pelajaran Biologi SMA Kelas X di SMA Negeri. Tesis, Program Studi Pendidikan Biologi, Program Pascasarjana, Universitas Negeri Medan 2020

Penelitian ini bertujuan untuk mengembangkan perangkat penilaian afektif di SMA kelas X mata pelajaran Biologi. Instrumen yang dikembangkan akan diuji validitas, reliabilitas dan praktikalitasnya. Berdasarkan hasil analisis kebutuhan di lapangan, hasil observasi ke sekolah menunjukkan bahwa belum ada instrumen penilaian domain afektif yang mengacu pada standar yang dikeluarkan oleh Depdiknas, sehingga guru di sekolah cenderung tidak melakukan penilaian afektif atau hanya melakukan penilaian afektif berdasarkan pengamatan saja. Penelitian dilakukan di SMAN 1 dan SMAN 2 Tanjungbalai. Pengembangan instrumen penilaian domain afektif ini dilakukan menggunakan model 4-D yang dilakukan secara bertahap. Tahap tersebut terdiri dari *Define* (pendefinisian), *Design* (perancangan), *Development* (pengembangan) dan *Dissemination* (penyebaran). Produk akhir yang dihasilkan adalah instrumen penilaian afektif yang valid, praktis dan reliabel yang dapat digunakan untuk melakukan penilaian afektif di sekolah dengan nilai validasi instrumen penilaian domain afektif yang dikembangkan adalah 90,5 %, sedangkan untuk uji praktikalitas instrumen penilaian domain afektif yang dikembangkan adalah sangat praktis dengan nilai 77,5 % dan hasil uji reliabilitas menunjukkan angka Cronbach's $\alpha > 0,6$.

Kata kunci : Penilaian Afektif, Pembelajaran Biologi, Penilaian Pembelajaran Biologi



ABSTRACT

Davindra Joni Pratama NIM : 8176174007. Affective Assessment Tools Development in Biology Subjects for X Grade in State High School. Thesis, Biology Education Department, Graduate Program, Medan State University Medan 2020

This study aims to develop affective assessment tools in high school grade X Biology subject. The instrument developed will be tested for validity, reliability and practicality. Based on field analysis, the results of observations in schools indicate that there are no Instruments for Affective domain assessment that refer to the standards of the National Ministry of Education, so teachers in schools tend not to do affective assessments or only conduct affective assessments based on observations only. The research was conducted at SMAN 1 and SMAN 2 Tanjungbalai. The development of affective domain assessment instruments is carried out using the 4-D model which is carried out in stages. The stage consists of Define, Design, Development and Dissemination. This study aims to look at the extent to which the value of validity, practicality and product reliability is produced so that it will produce valid, practical and reliable affective assessment instruments that can be used to conduct affective assessments in schools. The results obtained validation value of the affective domain assessment instrument is 90.5%, and for the practicality test the affective domain assessment instrument is 77.5%, and the reliability test results showed a Cronbach's Alpha value > 0.6 .

Keyword : Affective assesment, biology learning, biology learning assesment.

