

ABSTRACT

SRI RISDIYANTI. Analysis of the Implementation of Authentic Assessments by Teachers at SD Negeri 27 Aek Raso T.A 2021/2022. Thesis. Medan: Faculty of Education, State University of Medan, October 2022.

This study aims to determine the implementation of authentic assessment by teachers in the realm of skills through portfolio assessment in thematic learning at SD Negeri 27 Aek Raso T.A 2021/2022. The research method uses a descriptive method with a qualitative approach. The subjects of this study were teachers of grades III, IV, and V at SD Negeri 27 Aek Raso. Data collection techniques used are observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman model. The results of the study indicate that the implementation of authentic assessment by teachers in the realm of skills through portfolio assessment in thematic learning at the stage of determining the objectives of portfolio assessment is determined by the teacher aiming to see the strengths and weaknesses of students, as well as to determine the achievement and development of student learning outcomes during learning activities that can be used as information for parents, teachers, and students about the achievement of learning outcomes which are carried out by conveying the objectives of the assessment to students both orally and in writing. The contents of the portfolio determined by the teacher are in the form of daily assignments, test results, and student work. The assessment criteria determined by the teacher are appropriate both in the process and student learning outcomes in a clear and written manner that shows student involvement in the assessment process. The assessment format in assessing the results of student assignments was not developed by the teacher, because it took a long time to make and assess it. So that notes about the results of student assignments in the teacher's assessment format are written directly on the student assignment sheet in the form of a short narrative and in the form of motivational words. The form of presentation of the portfolio used by the teacher is a portfolio map (a document where student assignments are stored) which contains student assignments, test results, and student work.

Keywords: *Analysis, Portfolio Assessment, Thematic Learning*

ABSTRAK

SRI RISDIYANTI. Analisis Implementasi Penilaian Autentik Oleh Guru Di SD Negeri 27 Aek Raso T.A 2021/2022. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, Oktober 2022.

Penelitian ini bertujuan untuk mengetahui implementasi penilaian autentik oleh guru pada ranah keterampilan melalui penilaian portofolio dalam pembelajaran tematik di SD Negeri 27 Aek Raso T.A 2021/2022. Metode penelitian menggunakan metode deskriptif dengan pendekatan kualitatif. Subjek penelitian ini adalah guru kelas III, IV, dan V di SD Negeri 27 Aek Raso. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa implementasi penilaian autentik oleh guru pada ranah keterampilan melalui penilaian portofolio dalam pembelajaran tematik pada tahap menentukan tujuan penilaian portofolio ditentukan guru bertujuan untuk melihat kelebihan dan kekurangan siswa, serta untuk mengetahui pencapaian dan perkembangan hasil belajar peserta didik selama kegiatan pembelajaran yang dapat dijadikan sebagai informasi untuk orang tua, guru, dan peserta didik tentang pencapaian hasil belajarnya yang dilakukan dengan cara menyampaikan tujuan penilaian kepada siswa baik secara lisan maupun tertulis. Isi portofolio yang ditentukan guru berupa tugas harian, hasil ulangan, dan hasil karya peserta didik. Kriteria penilaian yang ditentukan guru sudah sesuai baik dalam proses maupun hasil belajar siswa secara jelas dan tertulis yang menunjukkan keterlibatan siswa dalam proses penilaiannya. Format penilaian dalam menilai hasil tugas siswa tidak dikembangkan oleh guru, karena membutuhkan waktu yang cukup lama dalam pembuatan dan penilaiannya. Sehingga catatan tentang hasil tugas siswa yang ada dalam format penilaian guru tuliskan langsung pada lembar tugas siswa dalam bentuk narasi secara singkat dan berupa kata motivasi. Bentuk penyajian portofolio yang digunakan guru adalah map portofolio (Dokumen tempat penyimpanan tugas siswa) yang berisi tugas peserta didik, hasil ulangan, dan hasil karya peserta didik.

Kata Kunci: *Analisis, Penilaian Portofolio, Pembelajaran Tematik*