

ABSTRAK

Aulia Wardani, NIM 3212131001. Analisis Capaian Pembelajaran dan Evaluasi Pembelajaran Geografi di SMA Kecamatan Lubuk Pakam. Skripsi, Jurusan Pendidikan Geografi, Fakultas Ilmu Sosial, Universitas Negeri Medan, 2025.

Penelitian ini bertujuan untuk mengetahui (1) proporsi capaian pembelajaran yang disusun guru geografi meliputi aspek sikap, pengetahuan, dan keterampilan; (2) mengkaji tingkat berpikir dalam penyusunan soal berdasarkan taksonomi Bloom revisi; (3) menganalisis kesesuaian evaluasi pembelajaran dengan capaian pembelajaran yang telah dirumuskan guru geografi; (4) tingkat validitas dan reliabilitas tes pada mata pelajaran Geografi di SMA Kecamatan Lubuk Pakam.

Penelitian dilaksanakan di SMA Kecamatan Lubuk Pakam pada bulan Mei 2025. Populasi dalam penelitian ini adalah seluruh guru geografi kelas X di SMA Kecamatan Lubuk Pakam sebanyak 3 orang. Pengambilan sampel dilakukan dengan teknik *total sampling*. Teknik pengumpulan data dilakukan melalui studi dokumentasi perangkat pembelajaran, dan telaah instrumen asesmen buatan guru, serta wawancara kemudian dianalisis secara deskriptif.

Hasil penelitian menunjukkan bahwa (1) proporsi capaian pembelajaran masih didominasi aspek pengetahuan 70,5%, dengan aspek keterampilan 16%, dan sikap 13,5%; (2) Tes yang disusun oleh guru didominasi soal capaian LOTS dengan rata-rata 80%, dan MOTS sebesar 11%, sedangkan soal HOTS hanya sebesar 9%; (3) Kesesuaian evaluasi pembelajaran dengan capaian pembelajaran yang dirumuskan guru tergolong cukup sesuai berkisar 66% sampai 68%; (4) Tingkat validitas dan reliabilitas soal bervariasi antar sekolah, dengan dua sekolah menunjukkan hasil tinggi dan satu sekolah masih rendah. Temuan ini menegaskan bahwa sangat perlu peningkatan kapasitas guru di SMA Kecamatan Lubuk Pakam dalam merancang evaluasi pembelajaran yang valid, reliabel, proporsional dalam aspek kompetensi, dan mendorong penguasaan keterampilan berpikir tingkat tinggi pada siswa.

Kata kunci: capaian pembelajaran geografi, evaluasi pembelajaran, HOTS, validitas dan reliabilitas instrumen.

ABSTRACT

Aulia Wardani, NIM. 3212131001. Analysis of Geography Learning Outcomes and Evaluation in Senior High Schools in Lubuk Pakam District. Thesis, Department of Geography Education, Faculty of Social Sciences, Universitas Negeri Medan, 2025.

This study aims to determine (1) the proportion of learning outcomes formulated by geography teachers, including aspects of attitudes, knowledge, and skills; (2) examine the level of thinking in preparing questions based on the revised Bloom's taxonomy; (3) analyze the suitability of learning evaluations with the learning outcomes formulated by geography teachers; and (4) the level of validity and reliability of tests in the Geography subject in Senior High Schools in Lubuk Pakam District.

The study was conducted in Senior High Schools in Lubuk Pakam District in May 2025. The population in this study were all 10th-grade geography teachers in Senior High Schools in Lubuk Pakam District, totaling three. Sampling was carried out using a total sampling technique. Data collection techniques were carried out through documentation studies of learning tools, reviews of teacher-made assessment instruments, and interviews, which were then analyzed descriptively.

The results of the study indicate that (1) the proportion of learning outcomes is still dominated by the knowledge aspect at 70.5%, with skills aspects at 16%, and attitudes at 13.5%; (2) The tests prepared by teachers are dominated by LOTS achievement questions with an average of 80%, and MOTS at 11%, while HOTS questions only account for 9%; (3) The conformity of learning evaluations with the learning outcomes formulated by teachers is classified as quite appropriate, ranging from 66% to 68%; (4) The level of validity and reliability of questions varies between schools, with two schools showing high results and one school still low. These findings emphasize the urgent need to improve the capacity of teachers at high schools in Lubuk Pakam District in designing learning evaluations that are valid, reliable, proportional in terms of competency, and encourage mastery of higher-order thinking skills in students.

Keywords: geography learning outcomes, learning evaluation, HOTS, instrument validity and reliability.