ABSTRAK

Sewarni Naibaho: Analisis Kemampuan Guru Biologi dalam Asesmen Proses dan Hasil Belajar Siswa di SMA se Kabupaten Labuhanbatu Selatan. Tesis. Medan: Program Pascasarjana UNIMED, 2015.

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan: (1) pemahaman guru Biologi tentang asesmen; (2) kemampuan guru Biologi dalam melaksanakan asesmen proses dan hasil belajar siswa; (3) jenis asesmen yang digunakan guru Biologi; (4) hambatan yang dihadapi guru Biologi; dan (5) usaha guru Biologi untuk mengatasi hambatan dalam melaksanakan asesmen proses dan hasil belajar siswa. Pendekatan yang digunakan merupakan penelitian deskriptif non hipotesis menggunakan pendekatan survei. Sampel penelitian sebanyak 21 guru Biologi di SMA se Kabupaten Labuhanbatu Selatan. Instrumen yang digunakan dalam penelitian ini adalah angket, observasi, tes, wawancara dan studi dokumentasi. Data penelitian berupa data kualitatif dan kuantitatif. Teknik analisis data yang digunakan adalah analisis deskriptif dengan persentase.

Hasil penelitian disimpulkan: (1) Pemahaman guru Biologi di SMA se Kabupaten Labuhanbatu Selatan tentang asesmen rata-rata tergolong baik (paham) dengan rata-rata skor pemahaman guru sebesar 33,6; (2) Kemampuan guru Biologi dalam melaksanakan asesmen proses dan asesmen hasil belajar rata-rata tergolong kategori baik dengan rata-rata skor hasil tes kemampuan guru sebesar 26,8 dan rata-rata skor hasil observasi sebesar 41,76; (3) Jenis asesmen yang digunakan guru dalam asesmen proses antara lain: penilaian sikap, penilaian diri, observasi, daftar check list, dan portofolio, sedangkan jenis asesmen hasil belajar antara lain: pilihan berganda, essai, penugasan, tes lisan dan isian; (4) Hambatan atau kesulitan yang dihadapi guru Biologi umumnya adalah kesulitan atau kerepotan dalam melaksanakan asesmen maupun memeriksa hasil tes siswa karena kurangnya waktu yang tersedia; dan (5) Usaha-usaha yang dilakukan guru, antara lain: memanfaatkan waktu dengan sebaik-baiknya dalam pelaksanaan maupun saat memeriksa hasil asesmen, memilih jenis instrumen yang lebih praktis dan mudah diterapkan, mendiskusikan dengan sesama guru untuk mencari solusi, melakukan penilaian secara berkesinambungan serta mencari informasi dari Internet untuk lebih meningkatkan wawasan dan kemampuan.

Kata Kunci: Kemampuan Guru Biologi, Asesmen Proses dan Hasil Belajar.

ABSTRACT

Sewarni Naibaho: Analysis of The Ability Biology Teachers In The Assessment Process and Student Learning Outcomes At High Schools In Labuhanbatu Selatan District. Thesis. Medan: Postgraduate Program of UNIMED, 2015.

This study aims to identify and describe: (1) understanding of the Biology teachers about assessment; (2) the ability of Biology teachers in the assessment process and student learning outcomes; (3) types of assessment used by teachers of Biology; (4) barriers experienced Biology teacher; and (5) attempts Biology teacher to overcome obstacles in the assessment process and student learning outcomes. The approach used is a descriptive study of non hypotheses using survey approach. The sample in this study was 21 high school biology teachers in Labuhanbatu Selatan District. The instrument used was a questionnaire, observation, tests, interviews and documentation. The research data was qualitative and quantitative data. The data analysis technique used is descriptive analysis with percentage.

The final conclusion: (1) Understanding the Biology teacher in High Schools in Labuhanbatu Selatan District on average assessment classified as good (understand) with an average score of 33.6; (2) Ability Biology teacher in the assessment process and the assessment of learning outcomes on average relatively good category with an average score of the results of the test by 26.8 and an average score of 41.76 on the observation; (3) This type of assessment used by teachers in the assessment process include: assessment of attitudes, self-assessment, observation, check list, and portfolio; while the types of assessment of learning outcomes include: multiple choice, essay, assignment, oral tests and stuffing; (4) Obstacles or difficulties experienced teacher of Biology, among others: the difficulty of the assessment due to the lack of time available or checking the results of the test; and (5) Efforts are made teachers, among others: use the time as well as possible in the implementation and assessment when examining the results, choose the type of instrument that is more practical and easy to apply, discussing with fellow teachers to find a solution, continuous assessment, and seeking information from the Internet to further improve the knowledge and ability.

Keywords: Teachers Ability, Assessment, Biology