

**PENGEMBANGAN BUKU PENDAMPING PENILAIAN  
AUTENTIK PADA PEMBELAJARAN TEMATIK TERPADU  
DI SEKOLAH DASAR**

**DISERTASI**

diajukan untuk memenuhi sebagian syarat untuk memperoleh  
gelar Doktor Pendidikan Dasar



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PENGEMBANGAN BUKU PENDAMPING PENILAIAN AUNTENTIK PADA  
PEMBELAJARAN TEMATIK TERPADU DI SEKOLAH DASAR

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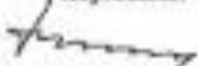
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## PERNYATAAN KEASLIAN DISERTASI

Dengan ini saya menyatakan bahwa disertasi dengan judul "Pengembangan Buku Pendamping Penilaian Autentik Pada Pembelajaran Tematik Terpadu di Sekolah Dasar" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan.

Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Yang Membuat



Yuyun Dwi Haryanti

## KATA PENGANTAR

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Disertasi ini penulis memilih topik terkait penilaian autentik, yaitu penilaian yang penting dilakukan guru dalam menilai kompetensi siswa secara holistik dengan menggunakan standar penilaian yang jelas melalui pembelajaran yang aktif, praktik pemecahan masalah kehidupan nyata, langsung serta tidak semata-mata hanya berdasarkan hasil akhir. Penulis mengembangkan produk buku pendamping penilaian autentik bertujuan untuk meningkatkan kemampuan guru dalam melakukan penilaian hasil belajar siswa sekolah dasar di Banjarnegara. Produk ini memuat buku pendamping penilaian dan pembelajaran secara teoritis maupun praktis dalam memandu guru melakukan penilaian selama proses pembelajaran. Buku ini juga memuat langkah-langkah pengembangan penilaian autentik serta contoh implementasi dalam proses pembelajaran. Produk ini diintegrasikan ke dalam proses pembelajaran, produk buku pendamping penilaian autentik pada pembelajaran tematik terpadu efektif dalam meningkatkan kemampuan menilai guru terhadap hasil belajar siswa pada aspek pengetahuan, sikap, dan keterampilan.

Disertasi ini diharapkan dapat menambah wawasan dan pengetahuan terkait pengembangan penilaian autentik terhadap siswa melalui pembelajaran tematik terpadu dalam meningkatkan kemampuan menilai hasil belajar siswa sekolah dasar.

Bandung, September 2023

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## ABSTRAK

Penilaian menjadi bagian penting dalam suatu kurikulum untuk mengukur keberhasilan tujuan pembelajaran. Guru mengalami kesulitan dalam implementasi penilaian autentik di Sekolah Dasar. Penelitian ini bertujuan untuk mengembangkan dan menguji buku pendamping penilaian autentik pada pembelajaran tematik terpadu di Sekolah Dasar yang valid, praktis, dan efektif. Desain penelitian yang digunakan *Research and Development (R & D)* yang dikembangkan Borg & Gall. Prosedur penelitian dilakukan melalui studi pendahuluan, pengembangan, dan validasi. Teknik pengumpulan data yang digunakan meliputi: wawancara, angket, studi dokumentasi, observasi, dan tes. Analisis data menggunakan deskriptif kualitatif dan kuantitatif menggunakan bantuan *Microsoft excel* dan *SPSS Versi 26*. Hasil penelitian menunjukkan bahwa guru mayoritas membutuhkan buku pendamping penilaian autentik mata pelajaran IPS melalui pembelajaran tematik terpadu di SD. Buku pendamping penilaian autentik dikembangkan melalui tahap perencanaan dan pengembangan didukung komponen analisis kebutuhan, dan teori pendukung. Buku pendamping penilaian autentik memenuhi kriteria “valid” dengan skor 84% berdasarkan hasil validasi ahli materi, ahli penilaian, dan ahli Bahasa. Penggunaan buku pendamping penilaian autentik dengan kategori “cukup efektif” terhadap kemampuan guru dalam menilai hasil belajar siswa berdasarkan hasil uji efektifitas pada kelas eksperimen dan kelas kontrol. Buku pendamping penilaian autentik kriteria “Sangat Praktis” dengan skor 91% berdasarkan respon guru setelah proses pembelajaran. Dapat disimpulkan bahwa buku pendamping penilaian autentik memenuhi kriteria valid, efektif, dan praktis sehingga berdampak pada peningkatan kemampuan guru dalam menilai hasil belajar mata pelajaran IPS melalui pembelajaran tematik terpadu bagi siswa kelas 5.

**Kata Kunci:** *penilaian autentik; pembelajaran tematik terpadu; kemampuan menilai; hasil belajar*



## ABSTRACT

Assessment is an important part of a curriculum to measure the success of learning objectives. Teachers have difficulty implementing authentic assessments in primary schools. This research aims to develop and examine a companion book for authentic assessment on integrated thematic learning in elementary schools that is valid, practical, and effective. The research design used Research and Development (R&D) developed by Borg & Gall. The research procedure is carried out through preliminary studies, development, and validation. Data collection techniques used include: interviews, questionnaires, documentation studies, observations, and tests. Data analysis using descriptive qualitative and quantitative using the help of Microsoft excel and SPSS Version 26. The results showed that most teachers needed a companion book for authentic assessment of social studies subjects through integrated thematic learning in elementary schools. An authentic assessment companion book is developed through the planning and development stages supported by components of needs analysis, and supporting theories. The authentic assessment companion book meets the "valid" criteria with a score of 84% based on the validation results of material experts, assessment experts, and linguists. The use of authentic assessment companion books with the category "moderately effective" on the teacher's ability to assess student learning outcomes based on the results of effectiveness tests in experimental classes and control classes. Companion book of authentic assessment criteria "Very Practical" with a score of 91% based on the teacher's response after the learning process. It can be concluded that the authentic assessment companion book meets the criteria of valid, effective, and practical so that it has an impact on improving teachers' ability to assess the learning outcomes of social studies subjects through integrated thematic learning for grade 5 students.

**Keywords:** *authentic assessments; integrated thematic learning; ability to judge; result learn*

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