

ABSTRAK

EVALUASI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH MENENGAH PERTAMA (Studi Evaluatif Pelaksanaan Standar Penilaian oleh Guru Mata Pelajaran PAI di SMP Kota Bandung Tahun 2014)

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Masalah dalam penelitian ini mengungkap sejauhmana pelaksanaan evaluasi pembelajaran PAI pada SMP Kota Bandung Tahun 2014, dengan melakukan studi evaluatif pelaksanaan standar penilaian oleh guru. Penelitian ini bertujuan untuk mengetahui standar penilaian oleh pendidik menurut Badan Standar Nasional Pendidikan (BSNP), menggambarkan pelaksanaan standar penilaian oleh guru pada tahun ajaran 2014, mengetahui kendala yang dihadapi guru, serta faktor pendukung pelaksanaan penilaian. Teori yang digunakan sebagai landasan adalah berbagai teori tentang evaluasi pembelajaran, pendidikan agama islam di sekolah, undang-undang dan peraturan pemerintah, yang berhubungan dengan standar penilaian. Penelitian ini menggunakan pendekatan kuantitatif-deskriptif dengan menggunakan analisis univariat. Penelitian ini dilakukan secara kuantitatif untuk dapat mengolah, menganalisis, dan menginterpretasikan data yang diperoleh melalui angket. Sedangkan secara deskriptif dimaksudkan untuk menggambarkan secara sistematis fakta dan fenomena yang diteliti. Teknik sampling diambil 20% dari jumlah populasi yang ada, sehingga terpilih sebanyak 49 responden dari sekolah negeri dan swasta. Teknik pengumpulan data dilakukan dengan angket yang terdiri dari 43 item dan studi pustaka. Standar penilaian menurut BSNP terdiri dari standar umum penilaian, standar perencanaan penilaian, standar pelaksanaan penilaian, standar pengolahan dan pelaporan hasil penilaian, dan standar pemanfaatan hasil penilaian. Dari hasil penelitian disimpulkan bahwa 82% atau sebagian besar guru PAI SMP Kota Bandung Tahun 2014 melaksanakan standar penilaian dengan baik. Adapun kendala yang dihadapi guru dalam melaksanakan penilaian, yaitu sebanyak 65% guru menyebutkan bahwa kendala dalam menyusun instrumen adalah membutuhkan banyak waktu, 63% guru menyebutkan bahwa kendala dalam menentukan nilai praktik adalah banyaknya jumlah siswa, dan 61% guru menyebutkan bahwa kendala dalam menentukan nilai akhir PAI adalah adanya siswa yang belum mencapai standar ketuntasan materi. Selain itu dalam pelaksanaan penilaian terdapat faktor intern dan ekstern. Sebanyak 76% guru menyatakan bahwa faktor sarana dan prasarana sekolah yang memadai menjadi pendukung intern dalam melaksanakan penilaian, sedangkan 67% guru menyatakan bahwa faktor siswa yang mengaji di luar sekolah sebagai pendukung ekstern.

Kata kunci : Evaluasi, Penilaian, Pembelajaran, dan Standar Penilaian

ABSTRACT

EVALUATION OF ISLAMIC EDUCATION TEACHING AND LEARNING IN JUNIOR SECONDARY SCHOOLS

(An Evaluative Study of the Implementation of Assessment Standards by Islamic Education Teachers in Junior Secondary Schools in Bandung City in 2004)

By:

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The research revealed the extent of the implementation of Islamic Education assessment standards in junior secondary schools in Bandung City in 2004 by conducting an evaluative study of the implementation of assessment standards by Islamic Education teachers. It aimed to find assessment standards implemented by educators according to the Board of National Education Standards, to describe the implementation of assessment standards by teachers in the 2014 school year, and to find the obstacles faced by teachers and the factors supporting the assessment implementation. The theories used as the framework are various theories on teaching and learning evaluation, Islamic Education in school, and the laws and government regulations concerning assessment standard. The research employed descriptive-quantitative approach by using univariate analysis. It was conducted quantitatively in order to be able to process, analyze, and interpret data obtained through questionnaires. Meanwhile, the descriptive approach was intended to describe systematically the facts and phenomena under research. The sampling technique was done by taking 20% of the total population, so that a number of 49 respondents from state and private schools were selected. Data gathering techniques were in the form of questionnaire consisting of 43 items and literary study. Assessment standards according to the Board for National Education Standards consist of general assessment standards, assessment planning standards, assessment result processing and reporting standards, and assessment result utilization standards. From the research results, it could be concluded that 82% or the majority of junior secondary school Islamic Education teachers in Bandung City in 2004 implemented of assessment standards well. On the other hand, the obstacles faced by teachers in implementing the assessment were as follows: 65% of the teachers mentioned that the obstacle for making instrument was the need of ample time, 63% of the teachers pinpointed that the problem in determining grades for practicum was the large number of students to be assessed, and 61% of them said that the obstacle in determining the final grades of Islamic Education was the fact that some students had not achieved the standard completion/mastery. In addition, there were internal and external factors affecting the assessment implementation. As many as 76% of the teachers stated that adequate school infrastructure was the internal supporting factor in implementing the assessment, whereas 67% of them said that the students' attending non-formal Islamic Education became the supporting external factor.

Keywords: Evaluation, Assessment, Teaching and Learning, and Assessment Standards