

**PENGEMBANGAN PENILAIAN OTENTIK DALAM BLENDED LEARNING
UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF
PESERTA DIDIK PADA PEMBELAJARAN IPS SMP
DI KOTA BANDUNG**

DISERTASI

Diajukan Sebagian Syarat Memperoleh Gelar Doktor Pendidikan IPS



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**Program Studi Pendidikan Ilmu Pengetahuan Sosial (S3), FPIPS
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PEMBELAJARAN IPS SMP DI KOTA BANDUNG

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**Pengembangan Penilaian Otentik dalam *Blended Learning*
untuk Meningkatkan Keterampilan Berpikir Kreatif Peserta Didik
pada Pembelajaran IPS SMP di Kota Bandung**

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Dengan ini saya menyatakan bahwa disertasi dengan judul “Pengembangan Penilaian Otentik Dalam Blended Learning Untuk Meningkatkan Keterampilan Berpikir Kreatif Peserta Didik Pada Pembelajaran IPS SMP Di Kota Bandung” 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 resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Deni Sutisna

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Bandung Desember
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Pengembangan Penilaian Otentik dalam *Blended Learning* untuk Meningkatkan Keterampilan Berpikir Kreatif Peserta Didik pada Pembelajaran IPS SMP di Kota Bandung. Deni Sutisna, Mamat Ruhimat, Kokom Komalasari, Erlina Wiyanarti

ABSTRAK

Penilaian otentik merupakan penilaian yang komprehensif pada ranah afektif, kognitif dan psikomotor dengan berorientasi pada differensiasi peserta didik. penelitian ini bertujuan untuk mengembangkan model penilaian otentik untuk pembelajaran campuran yang berfokus pada peningkatan keterampilan berpikir kreatif siswa. Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development). Penelitian dilaksanakan pada SMP Kota Bandung dengan melibatkan guru pembelajaran IPS dan peserta didik sebagai populasi dan sampel penelitian. Secara umum, langkah-langkah penelitian meliputi: studi pendahuluan, pengembangan dan implementasi, serta pengujian efektivitas model. Teknik pengumpulan data yang digunakan mulai dari wawancara, observasi, dan angket. Adapun analisis data yang digunakan dalam penelitian ini menggunakan analisis deskriptif kualitatif dan analisis kuantitatif. Penelitian ini menghasilkan produk yang berupa instrumen penilaian otentik yang diperuntukkan untuk pembelajaran campuran yang meliputi instrumen penilaian sikap, kinerja, dan portofolio. Seluruh aspek penilaian berorientasi pada peningkatan keterampilan berpikir kreatif siswa. Instrumen yang dikembangkan telah melalui uji kelayakan, mulai dari: FGD, validasi ahli, uji validitas dan reliabilitas, serta uji coba lapangan. Pengujian efektivitas model dilakukan dengan membandingkan kelas kontrol dan kelas eksperimen untuk menguji hipotesis dan *N-gain Score*. Dapat disimpulkan bahwa penilaian otentik yang dikembangkan dapat membantu guru dalam mengimplementasikan penilaian dengan instrumen yang telah teruji validitas dan reliabilitasnya. Lebih lanjut, uji efektivitas menunjukkan bahwa penilaian otentik dalam pembelajaran campuran cukup efektif dalam meningkatkan keterampilan berpikir kreatif siswa. Uji-t independen menunjukkan perbedaan yang signifikan antara kelas kontrol dan kelas eksperimen. Oleh karena itu, instrumen penilaian otentik yang dikembangkan dapat digunakan dalam pembelajaran IPS, khususnya dalam model pembelajaran campuran, dan dapat meningkatkan keterampilan berpikir kreatif peserta didik.

Kata Kunci: Penilaian otentik; *Blended Learning*; keterampilan berpikir kreatif; Pembelajaran IPS

Development of Authentic Assessment in Blended Learning to Improve Students' Creative Thinking Skills in Social Studies Learning in Junior High Schools in Bandung City. Deni Sutisna, Mamat Ruhimat, Kokom Komalasari, Erlina Wiyanarti

Abstract

Authentic assessment is a comprehensive assessment of the affective, cognitive, and psychomotor domains, oriented towards student differentiation. This study aims to develop an authentic assessment model for blended learning that focuses on improving students' creative thinking skills. This study uses a research and development method. The study was conducted at a public junior high school in Bandung City, involving social studies teachers and students as the population and sample. In general, the research steps include: a preliminary study, development and implementation, and testing the model's effectiveness. Data collection techniques used included interviews, observations, and questionnaires. Data analysis used in this study used qualitative and quantitative analysis. This study produced a product in the form of an authentic assessment instrument intended for blended learning, which includes attitude, performance, and portfolio assessment instruments. All aspects of the assessment are oriented towards improving students' creative thinking skills. The developed instrument has undergone feasibility testing, starting from FGD, expert validation, validity and reliability testing, and field trials. The effectiveness of the model was tested by comparing the control class and the experimental class to test the hypothesis and the N-gain Score. It can be concluded that the developed authentic assessment can assist teachers in implementing assessment using instruments that have been tested for validity and reliability. Furthermore, the effectiveness test shows that authentic assessment in blended learning is quite effective in improving students' creative thinking skills. An independent t-test showed a significant difference between the control and experimental classes. Therefore, the developed authentic assessment instrument can be used in social studies learning, particularly in blended learning models, and can improve students' creative thinking skills..

Keywords: *Authentic Assessment; Blended Learning; Creative Thinking Skills; Social Studies Learning*

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