

PENILAIAN BERBASIS KINERJA PADA PRAKTIKUM PEMBUATAN ROTI MENGGUNAKAN *SELF AND PEER ASSESSMENT*

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ABSTRAK

Permasalahan penelitian ini adalah penilaian kinerja siswa pada kegiatan praktikum kurang mendapat pengamatan yang optimal. Penelitian ini bertujuan untuk mengetahui gambaran pelaksanaan *self and peer assessment* pada kegiatan praktikum pembuatan roti, kinerja siswa dan kemampuan siswa dalam melakukan *self and peer assessment*. Penelitian ini menggunakan metode deskriptif kuantitatif. Subjek dalam penelitian ini yakni seluruh siswa kelas X TPHP 2 SMK Negeri 1 Kuningan sebanyak 35 orang. Instrument yang digunakan yaitu lembar *self and peer assessment*, lembar observasi penilaian kinerja, angket dan lembar wawancara. Hasil menunjukkan pelaksanaan pada semua tahapan terlaksana dengan sangat baik yaitu tahap pemberian motivasi 97,14%, pelatihan *self and peer assessment* 99,28%, pelaksanaan *self and peer assessment* 82,45%, pengkomunikasian hasil 100%, pemberian umpan balik 97,14% dan pemanfaatan hasil 100%. Kinerja siswa dalam melaksanakan praktikum pembuatan roti berdasarkan *self and peer assessment* sebagai berikut hampir seluruh siswa berada pada kategori kinerja sangat baik pada tahap persiapan praktikum 98,83%, tahap pelaksanaan praktikum 91,59%, dan tahap akhir praktikum 99,14%. Kemampuan siswa dalam melakukan *self and peer assessment* menunjukkan bahwa sebanyak 90% siswa dapat melakukan *self and peer assessment* dengan kategori sangat baik dan 10% siswa dapat melakukan *self and peer assessment* dengan kategori baik. Berdasarkan hasil penelitian tersebut, maka dapat disimpulkan bahwa *self and peer assessment* dapat digunakan sebagai bentuk penilaian terhadap kinerja siswa SMK dalam praktikum pembuatan roti.

Kata kunci: *self and peer assessment*, penilaian kinerja, praktikum pembuatan roti.

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ABSTRACT

The problems of this research is the assessment of the performance students on practicum less get optimal observation. This study aims to describe the implementation of self and peer assessment on practical activities of making bread, the performance of the student and the student's ability to perform self and peer assessment. This research uses descriptive quantitative method. Subjects in this research the whole class X TPHP 2 SMK 1 Brass as many as 35 people students. Instruments used are sheets of self and peer assessment, performance appraisal observation sheets, questionnaires and interview sheet. Results showed the implementation at all stages performing very well, namely 97.14% stage of motivation, training self and peer assessment 99.28%, the implementation of self and peer assessment 82.45%, communicating the results of 100%, the provision of feedback 97.14 % and the utilization of 100%. Student performance in implementing practical bread making based on self and peer assessment as follows almost all the students are in the category of very good performance on the stage of practical preparations 98.83%, 91.59% practical implementation stage and the final stage practicum 99.14%. The ability of students to perform self and peer assessment showed that as many as 90% of students can perform self and peer assessment with excellent category and 10% of students can perform self and peer assessment in both categories. Based on these results, it can be concluded that the self and peer assessment can be used as a form of assessment of the performance of vocational students in lab making bread.

Keywords: self and peer assessment, performance assessment, lab making bread.

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