

# **STRATEGI PENUGASAN DAN ASESMEN PORTOFOLIO UNTUK MENINGKATKAN PEMAHAMAN KONSEP SERTA MENGETAHUI SIKAP SISWA**

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## **ABSTRAK**

Penilaian dalam pembelajaran di sekolah tidak hanya dilakukan dengan cara tes saja, tetapi terdapat jenis-jenis penilaian yang dapat digunakan oleh pendidik untuk mengetahui kemampuan peserta didik dalam proses pembelajaran, salah satu jenis penilaian yang dapat digunakan oleh pendidik yaitu penilaian portofolio. Masih banyak pendidik yang belum menerapkan jenis penilaian portofolio ini dalam pembelajaran, karena pendidik merasa asesmen portofolio memerlukan waktu yang ekstra dan rumit. Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman konsep dan kemajuan penugasan serta mengetahui sikap siswa kelas VII materi kalor dan perubahannya. Metode yang digunakan dalam penelitian ini adalah *quasi experiment*, dengan bentuk desain penelitian *one group pre test post test*. Penelitian ini dilakukan disalah satu SMP Negeri di kota Bandung dengan jumlah sampel 31 orang. Hasil penelitian ini adalah adanya peningkatan pemahaman siswa dengan *Ngain* 0,69 kategori sedang dan adanya kemajuan siswa dalam mengerjakan tugas mandiri yang diberikan. Sikap siswa pada pembelajaran sains dalam penelitian ini menggunakan TOSRA (*Test of Science Related Attitudes*) yang terdiri dari 5 aspek yaitu implikasi dari sains, sikap untuk menyelidiki ilmiah, kesenangan dari pelajaran sains, menghabiskan waktu luang dalam sains, dan ketertarikan karir di bidang ilmu pengetahuan.

**Kata Kunci** : Asesmen portofolio, pemahaman konsep, sikap.

**TASKING AND PORTOFOLIO ASSESSMENT STRATEGY TO  
IMPROVE STUDENTS' CONCEPT UNDERSTANDING AND FIGURE  
OUT STUDENTS' ATTITUDE**

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**ABSTRACT**

Test is not the only assessment to be applied in learning process at school, yet there are various assessments that can be applied by teachers to figure out students' ability in learning process. One of the assessments that can be applied is portfolio assessment. Many teachers prefer to apply other kinds of assessments than portfolio since portfolio is considered as an assessment which takes too much time and it is too complicated to be applied. This present research was aimed to figure out the improvement of conceptual and portfolio understanding as well as students of grade VII's attitude towards material of heat and its change in science lesson. The method used in this research was quasi experiment, particularly one group pretest-posttest research design. This research was conducted in one of junior high schools in Bandung, which included 31 students as the sample. The results showed that the students' understanding was increased with 0.69 Ngain that was categorized as medium. Further, the students had improvement in working on individual task which was given by the researcher. category and the progress of students in independent assignment given. It was also seen from students' portfolio track record and students' portfolio score that improved. The students' attitude in science lesson was seen by applying TOSRA (Test of Science Related Attitudes) which is comprised of 5 aspects; those are implication of science, attitude for scientific investigation, the pleasure of science, spending leisure in science, and the career interest in science.

**Key words:** Portfolio assessment, conceptual understanding, attitude.