

ABSTRAK

PENGEMBANGAN MODEL PENILAIAN OTENTIK DALAM PEMBELAJARAN MEMBACA PEMAHAMAN DI SEKOLAH DASAR

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan membaca, kurang baiknya kebiasaan membaca, dan lemahnya karakter siswa selama proses pembelajaran membaca pemahaman. Penyebab munculnya masalah ini adalah bahwa penilaian otentik masih belum digunakan selama proses pembelajaran membaca pemahaman.

Penelitian ini bertujuan untuk memaparkan (1) pengembangan model penilaian otentik dalam pembelajaran membaca pemahaman; (2) efektivitas penerapan model penilaian otentik terhadap peningkatan kemampuan membaca pemahaman; perkembangan kebiasaan membaca; dan perkembangan karakter siswa; serta (3) bentuk akhir model penilaian otentik dalam pembelajaran membaca pemahaman di sekolah dasar.

Penelitian ini dilaksanakan dengan menggunakan desain *mixed method* dengan metode penelitian dan pengembangan. Subjek penelitiannya adalah siswa kelas V SD di Kabupaten Bandung. Data penelitian dikumpulkan dengan menggunakan instrumen tes maupun nontes. Data hasil penelitian diolah dengan menggunakan teknik pengolahan data kualitatif dan kuantitatif.

Berdasarkan hasil penelitian dan hasil analisis data, disimpulkan bahwa (1) model penilaian otentik terbukti efektif meningkatkan kemampuan membaca pemahaman, mengembangkan kebiasaan membaca, dan mengembangkan karakter siswa serta (2) model penilaian otentik yang dikembangkan memiliki lima keunikan dibanding penilaian yang sudah ada.

Berdasarkan simpulan tersebut, rekomendasi penelitian ini adalah (1) guru hendaknya menggunakan model penilaian otentik dalam setiap proses pembelajaran membaca pemahaman dan (2) masih perlunya penelitian lanjutan guna menyempurnakan penilaian otentik yang telah dikembangkan penelitian ini.

Kata Kunci : Model Penilaian Otentik, Pembelajaran Membaca Pemahaman, Kemampuan dan Kebiasaan Membaca

ABSTRACT

THE DEVELOPMENT OF AUTHENTIC ASSESSMENT MODEL IN TEACHING READING COMPREHENSION AT ELEMENTARY SCHOOL

This research is motivated by low literacy, lack of good reading habits, and lack of character of students during the learning process of reading comprehension. Cause of this problem is that authentic assessment is still not used during the learning process of reading comprehension.

The purpose of this study was to explain (1) the development of an authentic assessment models in teaching reading comprehension, (2) the effectiveness of the implementation of authentic assessment models to increase reading comprehension; development of reading habits, and character development of the students, and (3) the final form of authentic assessment models in teaching reading comprehension in elementary school.

This research is conducted by using a mixed method design and Research and Development Method. Research subject is elementary fifth grade students at Bandung. Data was collected using test instruments and non-test. Data were processed by using qualitative and quantitative data processing.

Based on the results of research and data analysis, the study concluded that (1) authentic assessment models proven effective in increasing reading comprehension, develop the habit of reading, and to develop students' character and (2) authentic assessment model developed has five unique among existing assessment.

Based on these conclusions, this study recommended that (1) the teacher should use authentic assessment models in each process of teaching reading comprehension and (2) there is still the need for further research to refine authentic assessment that has been developed by this research.

Key Word: Authentic Assessment Model, Teaching Reading Comprehension, Habitual and Reading Ability