

**Pengembangan Model Pembelajaran Proyek Berbasis Penilaian Autentik
dalam Pembelajaran Drama Indonesia**

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ABSTRAK

Empat tahap penelitian ini, pertama, mendeskripsikan kondisi objektif pembelajaran drama pada salah satu sekolah sampel. Kedua, pada tahap ini peneliti melakukan perancangan model hingga menjadi model jadi. Ketiga, melakukan tes atau uji coba dan revisi. Kesimpulan penenlitiani: (1) model pembelajaran Proyek Berbasis Penilaian Autentik terbukti efektif meningkatkan kompetensi drama siswa, (2) model pembelajaran Proyek Berbasis Penilaian Autentik juga mampu meningkatkan minat dan apresiasi siswa dalam drama dan bersastra, dan (3) model pembelajaran Proyek Berbasis Penilaian Autentik dalam pembelajaran drama ini setidaknya memiliki enam perbedaan yang menjadi ciri khasnya.

Kata Kunci: PJBL, Penilaian Autentik, Pembelajaran Drama, Pengembangan Model Pembelajaran

Development of Project Based Authentic Assessment Learning Model in Indonesian Dramatic Learning

ABSTRACT

This research was conducted in four phase, the first is to describe the objective conditions of drama learning in one of the sample schools. Secondly, at this phase the researcher designs the model until it becomes the finished model. Third, test or test and revise. The test is done (1) testing the model ; (2) model validation test; And (3) the feasibility test. Fourth, implement the model. The effectiveness of the use of the Project Based Authentic Assessment Learning Model in drama lessons demonstrated by the results of students' competency assessments in drama performances using parameter assessment instruments. In this section, the finished model or product development is developed in the form of Project Based Authentic Assessment Learning Model in drama learning. These stages clarify the research methods used in this study, namely research development (research and development). Based on the result of research, development, and data analysis, it can be concluded that (1) Project Based Authentic Assessment Learning Model proved to be effective in improving student drama competence, (2) Project Based Authentic Assessment Learning Model also able to increase student's interest and appreciation in drama and literature. and (3) the Project Based Authentic Assessment Learning Model in this drama lesson has at least six distinctions that characterize PJBL's model of learning and authentic assessment by previous researchers. The researcher recommends (1) the teacher to be able to implement this learning model seriously and perseverance to obtain perfect results; (2) to those who have policies related to the implementation of the 2013 curriculum that Indonesian language learning is not only related to the improvement of text-based student competencies.

Keywords: Project Learning, Authentic Assessment, Drama Lesson, Development of Learning Model