

**PENERAPAN PENILAIAN KINERJA DALAM PEMBELAJARAN FISIKA  
BERBASIS PRAKTIKUM UNTUK MENILAI KEMAMPUAN BEKERJA  
ILMIAH SISWA SMP**

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**ABSTRAK**

Penelitian ini dilatar belakangi oleh permasalahan di lapangan terkait dengan penilaian pembelajaran fisika yang lebih banyak mengukur aspek kognitif saja dengan menggunakan tes tertulis. Padahal untuk dapat menggali dan mengembangkan kompetensi siswa semestinya menggunakan penilaian kinerja, yang meliputi aspek produk dan aspek proses. Namun di lapangan justru penilaian kinerja lebih mengarah ke aspek produk, seperti terungkap dalam hasil studi pendahuluan yang dilakukan di salah satu SMP Negeri di Kabupaten Bandung. Tujuan penelitian ini adalah mengetahui profil (hasil) penerapan penilaian kinerja dalam pembelajaran fisika berbasis praktikum untuk menilai kemampuan bekerja ilmiah siswa SMP. Subjek penelitian adalah siswa kelas VIII A sebanyak 27 orang. Metode penelitian menggunakan metode penelitian deskriptif. Data dikumpulkan dan diolah dengan menggunakan tugas kinerja berupa lembar kegiatan siswa dan rubrik berupa lembar observasi. Hasil penelitian menunjukkan keseluruhan pertemuan pertama sampai ketiga mengalami kenaikan dengan persentase total rata-rata kemampuan bekerja ilmiah sebesar 78.79 % termasuk kriteria terampil. Pencapaian aspek keterampilan observasi sebesar 65.87 % dan keterampilan komunikasi sebesar 72.13 % keduanya termasuk kriteria cukup terampil sedangkan untuk aspek keterampilan klasifikasi sebesar 89.85 % dan interpretasi sebesar 87.72 % keduanya termasuk kriteria terampil. Penerapan penilaian kinerja mendapat respon yang positif dari siswa. Instrumen penilaian kinerja yang digunakan yaitu lembar observasi dan lembar kegiatan siswa keduanya sesuai untuk di gunakan dalam mengukur aspek kemampuan bekerja ilmiah siswa.

Kata Kunci : Penilaian Kinerja, Kemampuan Bekerja Ilmiah, Praktikum.

## Abstract

This research is motivated by problems in the field related to the assessment of learning physics which measures more of the cognitive aspect using written test. Whereas for the ability to explore and develop a student's potential should use performance assessment, which includes the product aspect and the process aspect. But in the field performance assessment is more leading to the product aspect, as revealed in the results of the preliminary study which is done in one of the state junior high schools in Bandung. This research is aimed to know the profile (result) of the application of performance assessment in learning practical-based physics to assess the scientific ability of junior high school students. The research was done in one of the junior high school in Bandung which is class VIII-A. The method used in this research is descriptive research. The instrument used was observation sheet and student worksheet. The method of collecting and processing data was done by using performance task and rubric. The research shows that all the meetings, from the first until the third, there was an increase of total average percentage of the student's scientific ability as much as 78.79% including the skill criteria. The accomplishment of observational skill aspect as much as 65.87% and communication skill as much as 72.13% both are considered skilled enough while for the classification skill aspect as much as 89.85% and interpretation as much as 87.72% both fall under the skilled criteria. The application of performance assessment got a positive response from the students. The performance assessment instrument used was observation sheet and student worksheet both are compatible to be used in measuring the scientific skill aspect of the students.

**Keywords :** *Performance Assessment, Scientific Ability, Practicum.*