

Penerapan Asesmen Formatif untuk Meningkatkan *Habits of Mind* dan Penguasaan Konsep Mahasiswa Pendidikan Biologi

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ABSTRAK

Penelitian ini dilaksanakan untuk mengetahui bagaimana pengaruh penerapan asesmen formatif dalam meningkatkan *habits of mind* dan penguasaan konsep mahasiswa pendidikan biologi. Metode yang digunakan dalam penelitian ini adalah *weak experiment* dengan desain penelitian *one-group pretest-posttest* yang dilakukan di Jurusan pendidikan Biologi FKIP UHAMKA Jakarta pada mahasiswa yang mengontrak mata kuliah Pendidikan Lingkungan Hidup pada semester genap 2012/2013 sejumlah 35 orang. Pembahasan difokuskan pada peningkatan *habits of mind* dan penguasaan konsep, kontribusi asesmen formatif terhadap *habits of mind* dan respon mahasiswa terhadap penerapannya. Analisis data penelitian menggunakan nilai normalisasi gain, uji-*one sample*, uji korelasi dan uji regresi. Hasil analisis data menunjukkan bahwa penerapan asesmen formatif dalam pembelajaran dapat meningkatkan *habits of mind*. Asesmen formatif menunjukkan kontribusi umpan balik (31,2%), *self assessment* (15,1%) dan *peer assessment* (14%). Asesmen formatif berpengaruh terhadap kategori *habits of mind*, *self regulation* (25,8%), *critical thinking* (23,9%) dan *creative thinking* (21,7%). Penerapan asesmen formatif terhadap peningkatan penguasaan konsep tidak berkorelasi signifikan, tetapi penerapan asesmen formatif tetap memiliki kontribusi terhadap peningkatan penguasaan konsep walaupun cenderung kecil dan dapat diabaikan. Penerapan asesmen formatif mendapat respon positif dari mahasiswa seperti menyadari kebesaran sang pencipta, menumbuhkan kepedulian terhadap lingkungan, lebih kreatif, disiplin dan teliti.

Kata kunci: asesmen formatif, *habits of mind*, *self regulation*, *critical thinking*, *creative thinking*, penguasaan konsep.

Implementation of Formative Assessment for Improving Habits of Mind and Concepts Understanding of Biology Education Student

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ABSTRACT

A study conducted to obtain how the effect of implementation of formative assessment in improving the habits of mind and concepts understanding of biology education student. The method that applied in this research is weak experiment with one-group pretest-posttest implemented in the Department of Biology FKIP UHAMKA Jakarta used 35 students sample who taking courses on Environmental Education in the second semester of 2012/2013. The explanation focused on improving the habits of mind and concepts understanding, contribution to the formative assessment habits of mind and the student response to the implementation. Analysis of data study using normalized gain value, one sample-test, correlation and regression testing. Data analysis result showed that the implementation of formative assessment in learning can improve habits of mind. Formative assessment suggests contributions feedback (31.2%), self-assessment (15.1%) and peer assessment (14%). In addition, formative assessment is more influence on categories habits of mind, self-regulation (25.8%), critical thinking (23.9%) and creative thinking (21.7%). Implementation of formative assessment to increase concepts understanding is not significantly correlated, but implementation remains a formative assessment has contributed to increased concepts understanding although tends to be small impact and can be ignored. Implementation of formative assessment received by positive response from students such as realize the greatness of the creator (God), foster environmental stewardship, more creative, disciplin and rigorous.

Keywords: formative assessment, habits of mind, self-regulation, critical thinking, creative thinking, concept understanding.