

ABSTRAK

KETERLAKSANAAN DAN HAMBATAN-HAMBATAN ASESMEN PENDIDIKAN KARAKTER (Studi Deskriptif Eksploratif Keterlaksanaan dan Hambatan-Hambatan Asesmen Pendidikan Karakter di SMP)

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Tujuan penelitian ini adalah untuk mengetahui keterlaksanaan dan hambatan asesmen pendidikan karakter di SMP yang meliputi: (1) Perencanaan Pendidikan Karakter dan Asesmen Pendidikan Karakter, (2) Pelaksanaan Penilaian Pendidikan Karakter, (3) Evaluasi Penilaian Pendidikan Karakter, (4) Hambatan-Hambatan Penilaian Pendidikan Karakter, (5) Usaha-Usaha Sekolah Mengatasi Hambatan-Hambatan Penilaian Pendidikan Karakter.

Penelitian ini menggunakan metode deskriptif kuantitatif pada level eksploratif. Data dikumpulkan dengan menggunakan angket terbuka dan tertutup yang disebarluaskan di 11 SMP dalam skala nasional kepada 51 orang kepala sekolah dan guru. Data dianalisis secara deskriptif eksploratif dengan teknik persentase dan hasilnya disajikan dalam perspektif grafik.

Hasil penelitian ini menunjukkan bahwa sekolah memiliki perencanaan pendidikan karakter (75%) dan hanya 10% guru yang benar-benar memahami isi pedoman pendidikan karakter. Pada perencanaan asesmen pendidikan karakter, 98% guru menilai penilaian pendidikan karakter itu penting, tetapi 18% guru mengakui bahwa penilaian tersebut dilaksanakan bila perlu dan jarang dilakukan. Pedoman pembuatan penilaian pendidikan karakter paling banyak mengkombinasikan peraturan pemerintah dan visi dan misi sekolah. Pada pelaksanaan penilaian pendidikan karakter, hal utama yang dilakukan oleh guru adalah menyiapkan alat/instrumen. Cara yang paling popular dalam menilai pendidikan karakter adalah observasi dengan segala kelebihan dan kelemahannya. Bentuk penilaian hasil pendidikan karakter siswa yang paling umum diberikan adalah dengan menggunakan huruf A-E. Hasil penilaian pendidikan karakter oleh 77% guru, dijadikan sebagai ukuran kenaikan kelas. Setelah menilai, 99% guru melakukan evaluasi dan 94 % guru mengakui evaluasi tersebut benar berjalan. Hambatan paling umum yang dihadapi guru adalah belum adanya soal atau tes yang dapat mengukur capaian pendidikan karakter. Usaha umum yang dilakukan guru untuk mengatasi hambatan ini adalah bertanya kepada pimpinan/ahli, melibatkan seluruh komponen sekolah, memahami karakter siswa, mengikuti seminar, dan mengikuti berbagai pelatihan yang berhubungan dengan penilaian pendidikan karakter.

Kata kunci: pendidikan karakter di SMP, keterlaksanaan, hambatan, dan asesmen.

ABSTRACT

THE FEASIBILITY AND BARRIERS OF CHARACTER EDUCATION ASSESSMENT (An Explorative Descriptive Study of Character Education Assessment Feasibility and Barriers in Junior High School)

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The aim of this research was to know the feasibility and barriers of the character education assessment in Junior High School that include: (1) The Planning of Character Education and Assessment, (2) The Implementation of Character Education Assessment, (3) The Evaluation of Character Education Assessment, (4) The Barriers of Character Education Assessment, (5) The School's Efforts to Overcome the Character Education Assessment Barriers.

This research was using a descriptive quantitative method in explorative level. Data were gathered using an open and closed questionnaire that was distributed to 11 Junior High School nationally with total 51 teachers and principals. The data were analyzed using explorative descriptive way with percentage technique and the result was formed in graphics perspective.

The research result shows that 75% school with character education planning and only 10% teachers that really understand the content of character education guideline. In character education assessment planning, 98% teachers believed that character education assessment is important, but 18% teachers admitted that the assessment only conducted if needed and it was rarely done. The guideline of character education assessment creation was mostly combine government rules and school's vision and mission. In the character education assessment implementation, the main thing that teacher should do is preparing the instrument. The popular way to assess character education was advantages and disadvantages observations. The common assessment scoring for student's character education result was using A-E. The character education assessment was used by 77% teachers for class advancing requirements. After assessed the students, 94% teachers conducted an evaluation and 94% teacher admitted that the evaluation was indeed implemented. The common barriers that faced by teacher was the unavailability of test that able to measure the character education achievement. The teacher's common effort in dealing with this barrier was asking the principle or experts, involving all school's components, understand the students' character, following seminar, and joining various training that related to character education assessment.

Keywords: character education in Junior High School, feasibility, barriers, and assessment.