

ABSTRAK

**PERSEPSI GURU DAN SISWA TERHADAP
EVALUASI PEMBELAJARAN SEJARAH
BERBASIS *HIGHER ORDER THINKING SKILL* (HOTS)
DI SMA PANGUDI LUHUR SANTO YUSUP YOGYAKARTA**

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Penelitian ini bertujuan untuk mendeskripsikan: 1) persepsi guru terhadap evaluasi pembelajaran sejarah berbasis *Higher Order Thinking Skill* (HOTS), 2) persepsi siswa terhadap evaluasi pembelajaran sejarah berbasis *Higher Order Thinking Skill* (HOTS), 3) kendala yang dihadapi oleh guru dan siswa dalam melaksanakan evaluasi pembelajaran sejarah berbasis *Higher Order Thinking Skill* (HOTS).

Penelitian ini menggunakan metode kualitatif dengan jenis studi kasus. Informan dalam penelitian ini adalah guru sejarah dan 10 siswa SMA Pangudi Luhur Santo Yusup Yogyakarta yang dipilih menggunakan teknik *purposive sampling*. Pengumpulan data dilakukan melalui observasi, dokumen, kuesioner, dan wawancara. Teknik analisis data dengan menggunakan model interaktif Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa: 1) Persepsi guru positif karena guru mengetahui dan melaksanakan evaluasi berbasis HOTS dengan menerapkan berbagai aspek HOTS diantaranya kemampuan mengkreasi. 2) Persepsi siswa positif karena jenis evaluasi yang dilakukan guru membantu siswa memahami materi yang diajarkan serta membuat siswa memiliki kemampuan dalam berpikir kritis, berpikir kreatif dan inovatif, mampu memecahkan masalah dan mengambil keputusan, mampu mengaitkan pengetahuan yang dimiliki dengan pengetahuan yang baru serta mampu merefleksikan nilai-nilai yang terkandung dalam pembelajaran sejarah. 3) Kendala yang dihadapi oleh guru dan siswa antara lain tuntutan ketuntasan, kesulitan memahami soal, kurang fokus dan kurang sabar. Ada pun solusi yang dilakukan adalah dengan melakukan latihan, remidi, fokus dan sabar memahami soal.

Kata Kunci: Evaluasi Pembelajaran Sejarah, *Higher Order Thinking Skill* (HOTS), Guru, dan Siswa, SMA.

ABSTRACT**THE PERCEPTION OF THE TEACHERS AND THE STUDENTS TOWARDS
EVALUATION ON HISTORICAL LEARNING
BASED ON HIGHER ORDER THINKING SKILL (HOTS)
IN PANGUDI LUHUR SANTO YUSUP YOGYAKARTA HIGH SCHOOL**

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The aim of this study was to describe: 1) The perceptions of the teachers towards evaluation on historical learning based on Higher Order Thinking Skills (HOTS), 2) The perceptions of the students towards evaluation on historical learning based on Higher Order Thinking Skills (HOTS), 3) Obstacles faced by teachers and students in carrying out evaluation of history learning based on Higher Order Thinking Skills (HOTS).

This research uses a qualitative method with the type of case study. The informants in this study were history teacher and 10 students of Pangudi Luhur Santo Yusup Yogyakarta High School who were selected using a purposive sampling technique. Data collection is done through observation, documents, questionnaires, and interviews. Data analysis techniques used is the Miles and Huberman interactive model consisting of data collection, data reduction, data presentation, and making conclusions.

The results of this study indicate that: 1) The teacher has a positive perception because the teacher knows and carry out HOTS-based evaluations by applying various aspects of HOTS. 2) Students has a positive perception because the type of evaluation conducted by the teacher helps students to understand the material being taught and makes students have the ability to think critically, think creatively and innovatively, be able to solve problems and make decisions, be able to associate their knowledge with new knowledge and be able to reflect the values contained in history learning. 3) The aobstacle faced by teachers and students are the completeness demans, the difficulty of understanding the questions, lack of focus, and lack of patience. There is also a solution that is done is to do exercises, remedies, focus, and patiently understand the questions.

Keywords: Evaluation of Learning History, Higher Order Thinking Skill (HOTS), Teacher, and Students, High School.