

**ABSTRAK****EVALUASI BELAJAR YANG DIGUNAKAN GURU DI SEKOLAH  
DASAR INKLUSI SE-KABUPATEN SLEMAN**

**Laurentius Beny Widya Ardika**  
**Universitas Sanata Dharma**  
**Yogyakarta**  
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Sekolah inklusi adalah sekolah yang memfasilitasi siswa berkebutuhan khusus maupun siswa tidak berkebutuhan secara khusus untuk dapat belajar sehingga dapat mengembangkan potensi yang mereka miliki. Ada 33 sekolah dasar inklusi di Kabupaten Sleman. Penelitian ini bertujuan untuk mendeskripsikan dan memetakan evaluasi belajar yang diberikan guru pada siswa di sekolah dasar inklusi se-Kabupaten Sleman. Evaluasi belajar adalah suatu proses untuk mengetahui perkembangan kemampuan kognitif, afektif, dan psikomotorik belajar siswa. Ada dua aspek evaluasi belajar yaitu tes dan non tes.

Penelitian ini merupakan penelitian kuantitatif deskriptif. Data diperoleh dengan membagikan instrumen berupa kuesioner kepada 30 guru sekolah dasar inklusi se-Kabupaten Sleman. Kuesioner divalidasi oleh dua orang validator dengan nilai rata-rata: 4. Dengan demikian instrumen tersebut layak dibagikan kepada guru.

Kuesioner yang kembali berjumlah 30. Dari hasil olah data, peneliti mendapatkan data: (1) Evaluasi belajar dengan tes yang diberikan guru bentuknya adalah 12.37% melakukan asesmen awal dan akhir, 11.88% melakukan penilaian hasil belajar sesuai dengan kemampuan ABK, 12.87% melakukan penilaian kognitif, 14.35% melakukan penilaian secara berkelanjutan. (2) Evaluasi belajar non tes yang dilakukan guru bentuknya adalah 13.36% melakukan asesmen awal, tengah, dan akhir, 9.90% melakukan penilaian afektif, 10.89% melakukan penilaian psikomotorik, dan 14.35% menyesuaikan instrumen penilaian hasil belajar. Jadi, evaluasi belajar tes maupun non tes cukup seimbang digunakan guru di sekolah dasar inklusi se-Kabupaten Sleman.

Kata kunci: Evaluasi Belajar, Sekolah Dasar Inklusi

**ABSTRACT**

**LEARNING EVALUATION THAT IS USED BY THE TEACHERS IN  
INCLUSION ELEMENTARY SCHOOL IN SLEMAN REGENCY**

**Laurentius Beny Widya Ardika  
Universitas Sanata Dharma  
Yogyakarta  
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Inclusion school is a school that facilitate regular students and also students with special needs so they can learn to improve their potential. There are 33 inclusion schools in Sleman Regency. This research is aimed to describe and mapping learning evaluation that is given by the teacher to the students of inclusion school in Sleman Regency. Learning evaluation is process to recognize the development of cognitive, affective, and psychomotor ability, and study result. There are two aspects of learning evaluation, there are test and non-test.

This research is a descriptive quantitative research. The data was collected by delivered questioner to 30 inclusion elementary school teachers in Sleman Regency. The questioner were validated by two validator with average score: 4. By then that instrument appropriate to be delivered to teachers.

Questioner that came back were 30. From the data result, researcher get data: (1) learning evaluation with test that is given by teacher are 12.37% doing the early and final assessment, 11.88% doing study result assessment agree with student with special needs' ability, 12.87% doing cognitive assessment, 14.35% adapt the study result assessment's instrument. (2) Non test learning evaluation that is done by the teacher are 13.36% doing early, middle, and final assessment, 9.90% doing affective assessment, 10.89% doing psychomotor assessment, and 14.35% adapt the study result assessment's instrument. So, the test or non-test learning evaluation balance enough to be used by the teachers in inclusion elementary school in Sleman regency.

**Key words:** Learning evaluation, Inclusion elementary school