

ABSTRAK

**EVALUASI BELAJAR YANG DIGUNAKAN GURU DI SEKOLAH
DASAR INKLUSI SE-KOTA YOGYAKARTA**

Tri Wahyu Setyaningsih
Universitas Sanata Dharma
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Pemerintah mulai merencanakan program sekolah inklusi. Tujuannya agar anak berkebutuhan khusus dapat belajar bersama dengan anak yang tidak mengalami kebutuhan secara khusus agar dapat mengembangkan potensi/kemampuannya. Ada 27 sekolah dasar inklusi di Kota Yogyakarta. Penelitian ini bertujuan untuk mendeskripsikan dan memetakan evaluasi belajar yang diberikan guru pada siswa berkebutuhan khusus di sekolah dasar inklusi. Evaluasi belajar adalah suatu tindakan atau suatu proses untuk mengetahui perkembangan kognitif, afektif, dan psikomotorik. Ada dua aspek evaluasi belajar yaitu tes dan non tes.

Penelitian ini merupakan penelitian kuantitatif deskriptif. Data diperoleh dengan membagikan kuesioner kepada 42 guru di sekolah dasar inklusi se-kota Yogyakarta. Kuesioner divalidasi oleh dua orang validator dan memperoleh nilai rata-rata: 4. Dengan demikian instrumen tersebut layak dibagikan kepada guru.

Kuesioner yang kembali berjumlah 27. Dari hasil olah data, peneliti mendapatkan data: (a) Evaluasi belajar dengan tes yang dilakukan guru bentuknya adalah 17.05% melakukan penilaian evaluasi belajar yang sesuai dengan kemampuan ABK, 8.58% melakukan penilaian secara berkelanjutan, 5.6% melakukan asesmen awal dan akhir, 5.6% melakukan penilaian kognitif. (b) Evaluasi belajar non tes yang dilakukan guru bentuknya adalah 15.73% melakukan penilaian secara berkelanjutan, 6.9% melakukan penilaian afektif, 6.9% melakukan penilaian psikomotorik, dan 6.4% menyesuaikan instrumen penilaian hasil belajar. Jadi, evaluasi belajar tes maupun non tes sama-sama digunakan guru di sekolah dasar inklusi se-Kota Yogyakarta.

Kata Kunci : Evaluasi Belajar dan Sekolah Dasar Inklusi

*ABSTRACT***LEARNING EVALUATION USED BY TEACHERS IN INCLUSIVE
PRIMARY SCHOOLS IN YOGYAKARTA**

Tri Wahyu Setyaningsih
Universitas Sanata Dharma
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The government begins to plan program of inclusive school. The aim of the program is to learn together and develop potential/abilities between students with special needs and students without disabilities. There are 27 inclusive primary schools in Yogyakarta. This research aims to describe and map the learning evaluation which is given by the teacher to students with special needs in inclusive primary school. Learning evaluation is an act or a process to determine the development of cognitive, affective, and psychomotor. There are two aspects of learning evaluation. There are test and non-test.

This research is descriptive quantitative. The data was obtained by distributing questionnaire to 42 teachers in inclusive primary school in Yogyakarta. The questionnaire was validated by two validators and obtained an average value: 4. Thus, the instrument is qualified to be filled to the teachers.

Total of the questionnaire which were returned was 27. From the data analysis, the researcher obtained the data: (a) learning evaluation with test which was done by teachers were 17.05% did assesment of learning evaluation which appropriate to ABK abilities, 8.58% did sustainable assessment, 5.6% did preliminary and final assessment, 5.6% did cognitive assessment. (b) learning evaluation with non-test which was done by teachers were 15.73% did sustainable assessment, 6.9% did affective assessment, 6.9% did psychomotoric assessment, and 6.4% adjusted instrument with learning outcomes assessment. Therefore, learning evaluation with test and non-test are fairly balanced use for the teachers in inclusive primary school in Yogyakarta.

Keywords: learning evaluation and inclusive primary school