

IMPLEMENTATION OF EVALUATION ON THEMATIC LEARNING INSTRUCTION AT SDI ASSALAM MALANG

SKRIPSI

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EDUCATION**
FACULTY OF TARBIYAH AND TEACHING TRAINING
**THE STATE ISLAMIC UNIVERSITY MAULANA MALIK
IBRAHIM OF MALANG**
2015

**IMPLEMENTATION OF EVALUATION ON THEMATIC
LEARNING INSTRUCTION AT SD ISLAM AS SALAM
MALANG**

SKRIPSI

Presented to Faculty of Tarbiyah of State Islamic University
Maulana Malik Ibrahim Malang in partial fulfilment of the
Requirement for the degree of Sarjana Pendidikan (S.PdI)

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2015

APPROVAL SHEET

IMPLEMENTATION OF EVALUATION ON THEMATIC LEARNING INSTRUCTION AT SDI ASSALAM MALANG

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STATEMENT LETTER

I certify that the skripsi I wrote to flfill the requirement for Sarjana Pendidikan (S.PdI) entitled Implementation of Evalation on Thematic Learning Instruction at SDI Assalam Malang is truly ny original work. It does not incorporate any materials previosly written or published by another person, except those indicated in quotations ang bibbliography. Due to fact, I am only person who responsible for the skripsi if There is any objection or claim from others.

Malang, November 2015

Fadma Hidayati Maulidin

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ADVISOR OFFICIAL NOTE

Matter : Skripsi of Fadma Hidayati Maulidin Malang, 12 November
2015

Appendices : 4 (four) Exemplars

Dear,
Dean of Tarbiyah and Teaching Training Faculty
At
Malang

Assalamu'alaikum Wr. Wb.

After carrying out at several Time for guidance, both in term of content, language in writing techniques, and after reading following the skripsi:

Name : Fadma Hidayati Maulidin
NIM : 11140031
Program : PGMI
Title of Skripsi : Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang

As the advisor, we argue that this skripsi has been proposed and tested decent. So, please tolerate presence.

Waasalamualaikum Wr.Wb.

Advisor,

Dr. H. Nur Ali, M. Pd
NIP 196504031998031002

DEDICATION

"And if all of the Trees on the earth that is used as a pen, and sea of ink used, plus the seven seas after it, it will not drop it God's sentences to be written, verily Allah is Mighty, Wise"

(QS. Lukman: 27)

Allhamdulillah... with the great pleasure to Allah

*This mandated has been completed, a step over. Love has reaching out, but it is not my journey
but it is begining of a journey in my life.*

My Beloved Mother And Father....

Nothing other than the most sacred love affection father and mother

Wholeheartly mother, wise guidance father

Ashe good pleasure present for me, your advice guide my life

Your embrase bless my life, and the struggle between your evening prayer droplets

And verse prayer has embraced me, toward a bright future

Now my self in my studies have been completed

With genuine humility, together with the good pleasure, O Allah,

I dedicated this paper to the noblest, father and mother....

MOTTO

أَلَمْ تَرُوا أَنَّ اللَّهَ سَخَّرَ لَكُم مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ
وَأَسْبَغَ عَلَيْكُمْ نِعْمَةً وَظَاهِرَةً وَبَاطِنَةً وَمِنَ النَّاسِ مَن يُجَادِلُ فِي اللَّهِ
بِغَيْرِ عِلْمٍ وَلَا هُدًى وَلَا كِتَابٌ مُنِيرٌ

Translation : “Are not you pay attention actually Allah telah take a bow for your
(importance) what in the sky and what in the earth and complete for
you His-luxury external and spirityual. And between the human
which contradict about (oneness) of Allah without the science or
gudance and without the holy book which give the brightness”.
(Surat Luqman ayat 20)

PREFACE

Praise to God Allah, the creator of heaven, earth in everything for his mercies, gudences, and affection to the author, so that I can finis this thesis. There is also peace and blessing writer prayed to the prophet Muhammad who has brought man from the Time for ignorance towards the days filled with incredible knowladge as it is today.

Thesis entitled “Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang” arranged as one of the requirements to obtain a Bachelor’s degree in department of islamic Elementary teacherEducation, the state Islamic University Maulana Malin Ibrahim of Malang.

During the process of writing this skripsi, the author encontered some obstacles and difficulties which sometimes makes the author isi n her weakest point. But the prayers blessing and encouragement from closed people makes author excited to continou writing this skripsi. For it with all devotion author provides high appreciation and gratitude profisely.

1. My beloved parents Mr. Moh. Sukri and Mrs. Khumrotin who have given me motivation, prayer and guidance to Lear and always be in the way to Allah.
2. Prof. Dr. H. Mudjia Raharjo, M.Si, as the rector of State Islamic University Maulana Malik Ibrahim of Malang.

3. Dr. H. Nur Ali, M.Pd, as the dean of Tarbiyah and Teaching Training Faculty at State Islamic University Maulana Malik Ibrahim of Malang.
4. Dr. Muhammad Walid, MA, as the Head of Teacher Education for Islamic Primary School Department at State Islamic University Maulana Malik Ibrahim of Malang.
5. Dr. H. Nur Ali, M.Pd, as the skripsi supervisor who always guiding me to finish the process of skripsi be a good result.
6. All my brothers, sisters, Uncle and aunt who always give me praying and morals to be good person of me. So that I say thankful for your motivation. Hope I can achieve the dream for future.
7. Drs. M. Arief Khusaini, M.Pd, as the head master of SDI Assalam Malang who has allowed the author to conduct the Research at the school.
8. Adna Arum Ambarwati, S.Pd, as the teacher of fourth grade at SDI Assalam Malang, who helped the author in conducting the research.
9. Siti Muslikha, S.Pd, as the teacher of Second grade at SDI Assalam Malang who helped the author in conducting the research.
10. All of teachers and students of fourth grade at SDI Assalam Malang who helped the research process.
11. Just for my brother Wahyu who has given an unusual sense that the author is able to complete the skripsi in order to reach my dream.

12. Thank's to Eva Nurdiana, Elvadiany Mufidah and Fira Nadliratul Afrida as my friends who always give me motivation, spirit in primary ICP 2011. You are friends who the best ever.
13. Thank's for togetherness for 4 years as writer's friend of force in primary ICP 2011. All of you are the best family in State Islamic University Maulana Malik Ibrahim of Malang.
14. Thank's a lot to my beloved radio community SIMFONI FM. You are my family which give me the best learning in my life. I never forget with the experience that you given for me. Because of you actually I can reach my dream. May Allah always give you the glory forever you are.

Finally, the author realized that Three is no ivory that not cracked, also with this thesis is not spared from deprivations. So it takes suggestion and constructive criticism to create a Bette work in the future. May Allah Judges worship I am working and always guide us to the path of His blessed. Amen...

Malang, November 2015.

Author

TRANSLATION GUIDELINES OF ARABIC LATIN

Writing Arabic-Latin transliteration in this thesis is using transliteration guidelines based on the decision of Minister of Religion Affairs and Minister of Education and Culture, No 158 year of 1987 and no. 0543 b/U/1987 which can be broadly describes as follows:

A. Alfabeth

أ	=	a	ز	=	z	ق	=	Q
ب	=	b	س	=	s	ك	=	K
ت	=	t	ش	=	sy	ل	=	L
ث	=	ts	ص	=	sh	م	=	M
ج	=	j	ض	=	dl	ن	=	N
ح	=	h	ط	=	th	و	=	W
خ	=	kh	ظ	=	zh	ه	=	H
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	Y
ر	=	r	ف	=	f			

B. Long Vocal

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Diphong Vocal

أو = Aw

أي = Ay

أو = Û

إي = Î

LIST OF CONTENT

COVER	ii
APPROVAL SHEET	iii
STATEMENT LETTER	iv
ADVISOR OFFICIAL NOTES	v
DEDICATION.....	vi
MOTTO	vii
PREFACE.....	viii
TRANSLATION GUIDELINESS OF ARABIC LATIN	xi
LIST OF CONTENT	xii
LIST OF TABLE	xvi
LIST OF APPENDIX	xvii
LIST OF PICTURE	xviii
INDONESIAN ABSTRACT	xix
ENGLISH ABSTRACT.....	xx
ARAB ABSTRACT.....	xxi
CHAPTER I INTRODUCTION.....	1
A. Background of Problem	1
B. Formula of Problem	7
C. Purpose of Research.....	8
D. Useful of Research.....	8
E. Limitation of Problem	9
F. Oprational Definition	9
G. Preceding Research.....	10
H. Systematic of Study	13

CHAPTER II STUDY OF LITERATURE	15
A. Thematic Learning of 2013 Curriculum	15
1. Curriculum as Integrator.....	15
2. Strategy of Increasing Learning Activity	20
3. Alteration Curriculum Element at Elementary School	25
4. Structure Curriculum at Elementary School.....	27
B. Evaluation ang Assessment	31
1. The Meaning of Evaluation	31
2. Understanding of Learning Thematic	33
3. Basic Principle and Character.....	34
C. Authentic Assessment on Thematic Learning	36
1. Tools and Instrumen Rating.....	40
2. Written Test Assessment	45
3. Non test Assessment.....	45
CHAPTER III METHOD RESEARCH	49
A. Approach and Type of Research	49
1. Researcher Presence	49
2. Location Research	50
B. Data and Data Sources	50
C. Data Collection Technique	51
1. Observation.....	51
2. Interview	51
3. Documentation.....	52
D. Data Analysis Technique	52
1. Identification.....	52

2. Coding	53
3. Tape Storage	53
E. Checking Validity of Data	53
F. Stage Research	54
CHAPTER IV RESEARCH RESULT EXPLANATION.....	57
A. General Description.....	57
1. History of SDI Assalam Malang.....	57
2. Profile of SDI Assalam Malang.....	58
3. Graduate Profile of SDI Assalam Malang	59
4. Teacher and Staff of SDI Assalam Malang	60
5. School Identity	60
6. Structure of Curriculum at SDI Assalam Malang.....	60
B. Explanation of Research Data.....	64
1. Teacher's Understanding of Evaluation on Thematic Learning Instruction at SDI Assalam Malang	64
2. Thematic Learning Assessment Model in SDI Assalam Malang	66
3. The Impact Generated After Implementation of Thematic Learning Instruction	68
C. Details of Evaluation on Thematic Learning at 4 Grade	71
D. The Result of Observation	75
1. The Result of Evaluation on Before Implementation in Observation	75
2. The Result of Evaluation After Implementation in Observation.....	78
CHAPTER V DISCUSSION.....	86
A. Teacher's Understanding of Evaluation on Thematic Learning Instruction at SDI Assalam Malang.....	86

B. Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang	88
C. The Result of Implementation of Evaluation on Thematic Learning Instructionat SDI Assalam Malang	91
CHAPTER IV CLOSSING	93
A. Conclussion	93
B. Suggestion.....	95
BIBLIOGRAPHY	136

LIST OF TABLE

Table 1.1 Preceding Research	12
Table 2.1 Alteration Curriculum Element of Elementary School	25
Table 2.2 Element of Assessment and Extracurricular	26
Table 2.3 Structure Curriculum at Elementary School	29
Table 2.4 Core competency Class IV at SD/MI.....	38
Table 4.1 Structure of Curriculumat SDI Assalam Malang	62
Table 4.2 Result Values Before Implementation	77
Table 4.3 Attitude Assessment.....	80
Table 4.4 Spiritual Assesment.....	81
Table 4.5 Result Values After Implementation	82
Table 4.6 Comparation Table Before and After Implementation	84

LIST OF APPENDIXS

Appendix 1.1 Data of Teacher and Staff SD Islam Assalam Malang.....	97
Appendix 1.2 Data of Student's Name 4 Grade SD Islam Assalam	100
Appendix 1.3 Interview Guidance Pre-Research	101
Appendix 1.4 Interview Guidance Before Implementation	102
Appendix 1.5 Interview Guidance After Implementation	103
Appendix 1.6 Interview Guidance Teacher 2 Grade.....	104
Appendix 1.7 Interview Result Pre-Research	105
Appendix 1.8 Interview Result Before Implementation	108
Appendix 1.9 Interview Result After Implementation.....	110
Appendix 1.10 Interview Result Teacher 2 Grade.....	113
Appendix 1.11 Picture of Observation.....	115
Appendix 1.12 Validation of Data Sources	119
Appendix 1.13 Curriculum Vitae of Informant 1	129
Appendix 1.14 Curriculum Vitae of Informant 2	130
Appendix 1.15 Letter Research Permit	131
Appendix 1.16 Letter of Official Statement Research from School	132
Appendix 1.17 Evidence Consultation.....	133
Appendix 1.18 Curriculum Vitae of Researcher.....	134

LIST OF PICTURE

Picture 4.1 SDI Assalam Location	57
Picture 4.2 Activity of Evaluation at SDI Assalam Malang	71
Picture 4.3 Student's Difficulties	76
Picture 4.4 Studet's Dishonest	76
Picture 4.5 Students Enjoyable in Examanation	78
Picture 4.6 Student's Enthusiastic	79
Picture 4.7 The Result of Implementation in Precentage.....	85

ABSTRAK

Hidayati Maulidin, Fadma. 2015. Implementasi Pedoman Evaluasi Pembelajaran Tematik di SDI Assalam Malang. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Supervisor Dr.H.Nur Ali, M.Pd.

Penggunaan pedoman evaluasi pembelajaran tematik dapat mengukur keberhasilan siswa dalam memahami materi, sehingga hasil belajar bisa mencapai nilai yang maksimal. Implementasi pedoman evaluasi pembelajaran harus dilakukan oleh guru karena dapat meningkatkan hasil belajar siswa. Namun, kondisi di lapangan berbeda dengan teori. Hasil belajar tidak memuaskan hal tersebut disebabkan karena guru tidak mengevaluasi pembelajaran secara rutin. Hal ini bisa diatasi dengan cara mengimplementasikan pedoman evaluasi pembelajaran tematik dengan benar yaitu melakukan penilaian autentik pada setiap pembelajaran.

Tujuan dari penelitian ini untuk mengetahui pemahaman guru terhadap pedoman evaluasi pembelajaran tematik di SDI Assalam Malang, mengetahui model pembelajaran tematik di SDI Assalam Malang dan mengetahui dampak setelah implementasi pedoman implementasi pembelajaran tematik di SD Islam Assalam Malang.

Penelitian ini menggunakan metode kualitatif deskriptif. Prosedur penelitian ini meliputi: 1. Penelitian dan pengumpulan informasi awal. 2. Perencanaan 3. Observasi 4. Wawancara 5. Dokumentasi 6. Pengumpulan informasi 7. Pemaparan data 8. Pelaporan hasil penelitian. Pedoman wawancara digunakan sebagai dasar menemukan permasalahan dan didukung oleh data observasi dan dokumentasi. Langkah tersebut digunakan untuk mengetahui dampak setelah adanya implementasi pedoman evaluasi kurikulum 2013 di SD Islam Assalam Malang.

Berdasarkan hasil penilitian. Hasilnya adalah sebelum implementasi siswa mendapatkan hasil nilai dengan prosentase 45% dan setelah implementasi mendapatkan nilai dengan hasil prosentase 55%. Berdasarkan hasil prosentase setelah melaksanakan implementasi pada kelas 4, hasil belajar siswa kelas 4 pada aspek pengetahuan meningkat sebanyak 10% pada aspek penilaian sikap, spiritual dan sosial dilakukan pada setiap akhir pembelajaran.

Kata kunci: Implementasi, Pedoman Evaluasi, Pembelajaran Tematik.

ABSTRACT

Hidayati Maulidin, Fadma. 2015. Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang. Skripsi, Department of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teaching Training. The State Islamic University Maulana Malik Ibrahim of Malang. Supervisor Dr.H.Nur Ali, M.Pd.

Using evaluation on thematic learning instruction measure the success of student in understanding material, so that the result of study achieve the maksimal value. Implementation of evaluation on learning must conducted by teacher cause for increase the result of study. However, condition in the field is different with theory. The result of study is dissatisfy. This case caused by teacher is not evaluate the material routine. This matter finishable with imply the evaluation on thematic learning instruction, that is do evaluation in the end of study.

The purpose of the research is determine the teacher's understanding about evaluation on thematic learning instruction at SDI Assalam Malang. determine the model of thematic learning at SDI Assalam Malang. determine the impact generated after implementation of evaluation on thematic learning at SDI Assalam Malang.

This Research is use descriptive qualitative method. The procedure of this research are: 1. First research and gathering information. 2. Planning 3. Observation 4. Interview 5. Dokumentation 6. Gathering information 7. Explanation of data 8. Reporting of the Research result. The interview guidance use as the basic to find problems and supported by observation and documentation data. This manner to determine the impact generated after implementation of evaluation on thematic learning instruction 2013 curriculum at SDI Assalam Malang.

Based on the result of the research. The result before implementation students get the value with percentage 45% and after implementation get the value with percentage 55%. Based on the resut of the percentage after implementation on 4th gradethe result of the study in 4th garde on knowadge aspect is increase 10%. And for assessment of attitude, spiritual and social conducted on every the end of the study.

Key words: Implementation, Instruction of evaluation, Thematic Learning.

هدايتي مولد، فدمى. 2015. تطبيق المبادئ التوجيهية لتقدير التعليم الموضعي في المدرسة الإبتدائية الإسلامية السلام مالانج، البحث العلمي، قسم تعليم معلمي المدرسة الإبتدائية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: الدكتور الحاج نور علي الماجستير.

الكلمة الرئيسية: تطبيق، المبادئ التوجيهية لتقدير، التعليم الموضعي

استخدام المبادئ التوجيهية لتقدير التعليم الموضعي يستطيع لقياس نجاح الطلبة في فهم المادة. حتى يحصل على نتيجة التعلم في المستوى الأعلى تطبيق المبادئ التوجيهية لتقدير التعليم الموضعي لابد أن يقوم به المعلم لأنه يستطيع ترقية نتيجة تعلم الطلبة. لكن الحال في الواقع لا يساوي بالنظرية. كانت نتيجة التعلم غير مرجوّة، بسبب عدم تقييم التعلم مستمراً. وهذا يستطيع أن يغلب بتطبيق المبادئ التوجيهية لتقدير التعليم الموضعي صحيحاً وهو إنتاج الأصلية لكل التعليم.

أما المدف من هذا البحث العلمي هو لمساعدة المعلم نحو المبادئ التوجيهية لتقدير التعليم الموضعي في المدرسة الإبتدائية الإسلامية السلام مالانج. لمساعدة المدارس في تطبيق المبادئ التوجيهية لتقدير التعليم الموضعي في المدرسة الإبتدائية الإسلامية السلام مالانج. ولمساعدة المدارس في تطبيق المبادئ التوجيهية لتقدير التعليم الموضعي في المدرسة الإبتدائية الإسلامية السلام مالانج.

أما نوع من هذا البحث العلمي هو باستخدام الطريقة الوصفي الكيفي، إجراءات هذا البحث العلمي منها: 1. البحث وجمع البيانات. 2. التخطيط. 3. الملاحظة. 4. المقابلة. 5. الاستبانة. 6. جمع البيانات. 7. عرض البيانات. 8. تقديم نتيجة البحث العلمي. تستخدم المقابلة لإيجاد المسألة الأساسية ثم اتبعه ببيانات الملاحظة والاستبانة. تستخدم هذه الخطوات لمعرفة التأثير بعد تطبيق المبادئ التوجيهية لتقدير المنهج 2013 في المدرسة الإبتدائية الإسلامية السلام مالانج.

مناسباً بنتيجة البحث العلمي، النتيجة كما يلي، قبل التطبيق حصل الطلبة على النسبة المئوية 45% وبعد التطبيق حصل الطلبة على النسبة المئوية 55%. مناسباً بنتيجة النسبة المئوية بعد تطبيقه في الفصل الرابع، نتيجة تعلم طلبة فصل الرابع في الجوانب المعرفة تتراوح 10%. في الجوانب الموقفية، الروحانية، والاجتماعية تعقد في آخر التعليم.

هدايتي مولد، فدمى. 2015. تطبيق المبادئ التوجيهية لتقدير التعليم الموضعي في المدرسة الإبتدائية الإسلامية السلام مالانج، البحث العلمي، قسم تعليم معلمي المدرسة الإبتدائية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

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تستخدم المقابلة لإيجاد المسألة الأساسية ثم اتبعه ببيانات الملاحظة والاستبانة. تستخدم هذه الخطوات لمعرفة التأثير بعد تطبيق المبادئ التوجيهية لتقدير المنهج 2013 في المدرسة الإبتدائية الإسلامية السلام مالانج.

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ABSTRACT

Hidayati Maulidin, Fadma. 2015. Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang. Skripsi, Department of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teaching Training. The State Islamic University Maulana Malik Ibrahim of Malang. Supervisor Dr.H.Nur Ali, M.Pd.

Using evaluation on thematic learning instruction measure the success of student in understanding material, so that the result of study achieve the maksimal value. Implementation of evaluation on learning must conducted by teacher cause for increase the result of study. However, condition in the field is different with theory. The result of study is dissatisfy. This case caused by teacher is not evaluate the material routine. This matter finishable with imply the evaluation on thematic learning instruction, that is do evaluation in the end of study.

The purpose of the research is determine the teacher's understanding about evaluation on thematic learning instruction at SDI Assalam Malang. determine the model of thematic learning at SDI Assalam Malang. determine the impact generated after implementation of evaluation on thematic learning at SDI Assalam Malang.

This Research is use descriptive qualitative method. The procedure of this research are: 1. First research and gathering information. 2. Planning 3. Observation 4. Interview 5. Dokumentation 6. Gathering information 7. Explanation of data 8. Reporting of the Research result. The interview guidance use as the basic to find problems and supported by observation and documentation data. This manner to determine the impact generated after implementation of evaluation on thematic learning instruction 2013 curriculum at SDI Assalam Malang.

Based on the result of the research. The result before implementation students get the value with percentage 45% and after implementation get the value with percentage 55%. Based on the resut of the percentage after implementation on 4th gradethe result of the study in 4th garde on knowadge aspect is increase 10%. And for assessment of attitude, spiritual and social conducted on every the end of the study.

Key words: Implementation, Instruction of evaluation, Thematic Learning.

ABSTRAK

Hidayati Maulidin, Fadma. 2015. Implementasi Pedoman Evaluasi Pembelajaran Tematik di SDI Assalam Malang. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Supervisor Dr.H.Nur Ali, M.Pd.

Penggunaan pedoman evaluasi pembelajaran tematik dapat mengukur keberhasilan siswa dalam memahami materi, sehingga hasil belajar bisa mencapai nilai yang maksimal. Implementasi pedoman evaluasi pembelajaran harus dilakukan oleh guru karena dapat meningkatkan hasil belajar siswa. Namun, kondisi di lapangan berbeda dengan teori. Hasil belajar tidak memuaskan hal tersebut disebabkan karena guru tidak mengevaluasi pembelajaran secara rutin. Hal ini bisa diatasi dengan cara mengimplementasikan pedoman evaluasi pembelajaran tematik dengan benar yaitu melakukan penilaian autentik pada setiap pembelajaran.

Tujuan dari penelitian ini untuk mengetahui pemahaman guru terhadap pedoman evaluasi pembelajaran tematik di SDI Assalam Malang, mengetahui model pembelajaran tematik di SDI Assalam Malang dan mengetahui dampak setelah implementasi pedoman implementasi pembelajaran tematik di SD Islam Assalam Malang.

Penelitian ini menggunakan metode kualitatif deskriptif. Prosedur penelitian ini meliputi: 1. Penelitian dan pengumpulan informasi awal. 2. Perencanaan 3. Observasi 4. Wawancara 5. Dokumentasi 6. Pengumpulan informasi 7. Pemaparan data 8. Pelaporan hasil penelitian. Pedoman wawancara digunakan sebagai dasar menemukan permasalahan dan didukung oleh data observasi dan dokumentasi. Langkah tersebut digunakan untuk mengetahui dampak setelah adanya implementasi pedoman evaluasi kurikulum 2013 di SD Islam Assalam Malang.

Berdasarkan hasil penilitian. Hasilnya adalah sebelum implementasi siswa mendapatkan hasil nilai dengan prosentase 45% dan setelah implementasi mendapatkan nilai dengan hasil prosentase 55%. Berdasarkan hasil prosentase setelah melaksanakan implementasi pada kelas 4, hasil belajar siswa kelas 4 pada aspek pengetahuan meningkat sebanyak 10% pada aspek penilaian sikap, spiritual dan sosial dilakukan pada setiap akhir pembelajaran.

Kata kunci: Implementasi, Pedoman Evaluasi, Pembelajaran Tematik.

CHAPTER I

INTRODUCTION

A. Background

Providing education as mandated by the Act Law No. 20 of 2003 on the National Education System is expected to realize the process of development of personal qualities of students as the next generation in the future, which is believed to be determinant factor for the growth of the nation of Indonesia through the ages of the many elements of educational resources, the curriculum is one element that can make a significant contribution to realize the potential quality of the development process of learners. Determine the quality of the development of learners need for assessment in education.

The learning process in the classroom that point of the fact or experience of the student life that will bu more easily to be absorben the contents by the student. Capitalized of the student characteristics who fall into a relaxed and slow category in understanding something, it way or method is offered in the curriculum in 2013 deemed it suitable to develop the science be better. Curriculum 2013 is one of curriculum by using saintific approach. This approach is Hope be able to make the student can think scientifically, logically, critically and objective appropiate on fact. The criteria that must fulfil in the saintific approach application are: First, the content of the learning is based on the fact of

phenomena that can be explained by logically or reasoning. Second: Teacher explanation, the respons of te student and interactive educative respons of the student free from the precedice as well as subjective thingking or reasoning that diverde from the thingking logically. Third: prompt and give inspiration to the student to think critically, analytic and appropriatein identifying, understanding, giving Solutions of the problem and applyng in the content of materials. Fourth: prompt and give inspiration to student to understand to think hypothetically in the differences, same and link from oneto the other from the content of the material. Fifth : prompt and give inspiration to the students to understand, apply and develop the system of thingking of rational and objective in responing the learning material. Sixth: based on the concept, theory. And the empiris fact that can be responsible. Seventh: the purpose of the learning is formulated with basic and clear, but the System of the learning is attractive.¹

Generally, the assessment is activity that may not be separated from education and teaching activities. Assessment is a complex activity. There are various factors Involved and should be taken into account in the assessment. This was due to the ability or something that is Measures in students characteristic of latent and to measure it, it is necessary that proper measurement tools and can be justified. class assessment is the process of collection and use of information by the teacher for giving a decision on student learning outcomes based on the stage

¹ Suherman Maman. <http://Suhermanmaman.wordpress.com2015/10/05/Scientific approach> diakses pada tanggal 28.06.2015 pukul 0.13

of the learning progress of the student's ability to obtain the appropriate profile specified in the curriculum.

In the graduate competence standar in attitude domain at elementary school is students have looked as man of faith, good attitude, confident, and responsible. Not only that, in their daily activity either in environment of house, school and playing area, students must have good interaction effectively with social and natural environment.²

The purpose of evaluation is to know about the result of the learning. Result of evaluation describe improving, fault and difficulties of students. For decide the kind and level of students difficulties and it's causing known by the result of study. Based on that data then make analyze kind of difficulties which is students' feeling. After that, the teacher find the alternative overcame the difficulties.³

Oriented classroom-based assessment of competence to be achieved in learning activities (KBM) class. This achievement can refer to a particular benchmark on mastery learning is done through various ways. The classroom-based assessment is applied in learning based on 2013 curriculum.

In the implementation of curriculum 2013 instruction, Permendikbud 81A, explaining that the targets is the process of assessment and student learning outcomes. Assessment process includes activities to observe, ask, gather

² Bahan Uji Publik Kurikulum 2013.hlm 33. Diakses pada tanggal 29 Maret 2013.pukul 21.55

³ Oemar Hamalik, *Kurikulum dan Pembelajaran*. (Jakarta: Bumi Aksara 2007). hlm 159

information, associates and communicate. Authentic assessment is the 2013 curriculum. The implementation of curriculum measuring inputs (input), process and output (output) learning. Carry out an assessment based on the process and learning outcomes of Direktorat PSMA states that in implementing authentic assessment of teachers should pay attention to the following seven criterias: (1) Do it thoroughly to assess the inputs,(2) processes and outputs of learning. (3) Integrated with learning. (4) Assess readiness, process and learning outcomes of students as a whole. (5) Includes the real of attitudes, skills and knowledge. (6) Relevant to the scientific approach to learning. (7) Not only measure students know but the measure that learners do.

Thematic instruction represents a developmentally appropriate approach to organizing content in middle level classrooms and responds to the needs of diverse, 21century learners. identifies "...Challenging, Exploratory, Integrative, and Relevant" curriculum as a research-based characteristic of effective middle grades education. The very structure of thematic units enables teachers to readily challenge students thinking around themes of universal interest while presenting content in an integrated manner rather than as discretely separate subjects. Research demonstrates that thematic instruction increases students' learning motivation and academic achievement recognizes the importance of integrated instructional approaches; it suggests that core subjects address important themes.

This process promotes “...understanding of academic content at much higher levels by weaving century interdisciplinary themes into core subjects”⁴

Thematic instruction organizes activities or lessons around a general idea or theme meaningful to the learner. Thematic instruction integrates basic academic areas like reading, math, and science with the exploration of broad subjects such as communities, rain forests, space exploration, the use of energy, and so on. In thematic instruction, adult literacy instructors draw objectives, concepts, and skills from areas relating to student goals and then integrate them with a chosen theme. While other contextualized instruction tools, like work-based learning or problem-based learning, could be considered a type of thematic instruction, the focus here is on broader, more general themes of interest to the adult learner – like the environment or elections – which can encompass study of almost any needed skills. Planning for thematic instruction should involve the learner in selection of the topic, brainstorming and prioritizing issues for study, making connections to needed skills and knowledge, and then planning classroom activities, as well as assessment and evaluation of the thematic course of study.⁵

⁴ www.ncmle.org/.../Davies_ShankarBrown.pdf. diakses 02.07.2015 pukul 15.58

⁵ http://www.c-pal.net/course/module4/m4_thematic_instruction.html di akses 02.07.2015 pukul 14.59.

Competencies is translation or Competency Standards operational in the form of quality to be possessed by students who have completed education at a certain education units or levels of education particular, an overview of the main competencies that are grouped into several aspects they are attitudes, skills, and knowledge to be learned by student to a school level, class and subject. Core competencies should describe the quality of the balance between the achievement of *hard skills* and *soft skills*.

Core competencies serve as elements organizers (organizing element) basic competence. As an organizer element, Core Competence is a fastened for vertical and horizontal organization of basic competency. Basic Competence of vertical organization is relationship between the content of the basic competencies or education one class or level on it so it meets the principles of learning that occurs a continuous accumulation between students learning content. Horizontal organization is the relationship between the content of Basic Competence from a subjects with Basic Competence from different content of subjects in the weekly meetings and the same class so that a process of mutually reinforcing.

In Thematic learning, core competencies are designed in four inter-related groups, namely with regard to the religious attitude (Core Competency 1), social attitudes (Corecompetencies2), knowledge(Core Competency 3), and application of knowledge (Core Competency 4). The four groups are the reference of basic competencies and should be developed in any event integrative

learning. Competence with regard to religious and social attitudes developed indirectly (indirect teaching), when students are learning about the knowledge (Core Competency 3) and application of knowledge(Core Competency 4).⁶

Based on Pre-Research in interview with Adna Arum Ambarwati as 4th grade teacher. She said that she make examination directly without evaluate routine. The result of student's learning is distatisfied, so students untrained to answer questions.⁷

Therefore, researcher wanted to examine how the implementation of evaluation on thematic learning instruction with the expectation that the learner's thematic assessment on the learning process and learning outcomes will be achieved according to the evaluation on thematic learning instruction. Then researcher take title implementation of evaluation on thematic learning instruction at SDI Assalam Malang.

B. Formula of Problem

1. How do teachers' understanding of the thematic learning evaluation instruction in SDI Assalam Malang
2. How thematic learning assessment models in SDI Assalam Malang?
3. What is the impact generated after to implement of thematic learning evaluation instruction?

⁶Kurikulum2013 Kompetensi dasar sekolah (SD)/ Madrasah Ibtidaiyah (MI) (kementerian pendidikan dan kebudayaan, 2013), hlm.5

⁷ The Result Pre Reseach Interview. SDI Assalam Malang pada hari Kamis 20. 08.2015

C. Purpose of Research

1. To determine the teachers' understanding of the thematic learning evaluation instruction at SDI Assalam Malang.
2. To determine the thematic learning assessment models at SDI Assalam Malang.
3. To determine the impact after the implementation of the instruction for the evaluation of thematic learning.

D. Useful Of Research

1. For Society

The results of this study would be useful to the public about the source of knowledge for implementation of evaluation on thematic learning instruction at SDI Assalam Malang.

2. For Institution

As constructive feedback and document that can be used as a frame of reference in future studies.

3. For Other Researcher

Based on their research can produce research reports that can be used as a library that wants to learn about the implementation of evaluation on thematic learning instruction at SDI Assalam Malang.

E. Limitation Of Problem

To be in the discussion of the writing of this more focused and avoid deviations from the discussion, so in this case the restriction problem is crucial for the major problem and studied can be achieved, then the boundary problem in this discussion of research items, named the implementation of evaluation on thematic learning instruction at SDI Assalam Malang.

F. Operational Definition

1. Implementation

Implementation could mean execution or application. Majone and Wildavsky suggested that as the implementation of the evaluation; Browne and Widavsky also noted that the implementation is the expansion of mutually adjusting activity.⁸

2. Evaluation

According Suharsimi Arikunto about understanding of the evaluation is the gathering information activity about working something then the information used for decide alternative exactly in get the decision.⁹

⁸ Suharsmi Arikunto, *Evaluasi Program Pendidikan* (Jakarta: Bumi Aksara, 2009), hlm.2.

⁹ Sudaryono, *Dasar-dasar Evaluasi Pembelajaran* (Yogyakarta: Graha Ilmu), hlm. 38.

3. Thematic learning instruction

Thematic learning (often synonym with thematic instruction) is an instructional method of teaching in which emphasis is given on choosing a specific theme for teaching one or many concepts . It is based on integratif various information and use it to demonstrate the topic. Pedagogy of thematic learning is based on its exploration of broad areas in one theme.¹⁰

G. Preceding Research

To be discussed in the writing of this more focused and avoid plagiarism, the researcher take some references included discussion of previous studies Including are:

1. Maruf Akbar. Evaluation of the quality of items to test the ability of the results of mathematical models 3p learned to class VII SMP Negeri Jakarta. This study aims to describe empirically how to Evaluate quality evaluation items to the test results of a study by the school to increase of quality of instrument tests and results measurement.¹¹

¹⁰ https://en.wikipedia.org/wiki/Thematic_Learning. Di akses pada 02.07.2015 pukul 07.34

¹¹ Maruf Akbar, *Kesatuan Kualitas Kemampuan evaluasi test Model 3P Hasil Belajar Pelajaran Matematika KelasVII SMP Negeri Jakarta*, Journal pndidikan and culture vol.15 no.6.

2. Andika Septa Setiawan. Implementation Management Curriculum for Upgrade Education Quality in State of Islamic Primary Druju Malang. This Research aims to describe implementation management and obstacles which is faced by State of Islamic Primary Druju Malang. MIN Druju Malang in implement management curriculum is planning future programme which is arranged with “raker” between head master of school with all of staffs.¹²
3. Sa'dun Akbar. Development of Instructional Model especial for class 1 and 2 of the Elementary school. This Research aims to Generally to produce the effective, valid and applicable models of thematic models of learning in various themes.¹³

Of the three studies can be described similarities and differences in the study of the implementation of evaluation on thematic learning instruction, as follows:

¹² Andika Septa Setyawan. 2013. *Implementasi Manajemen Kurikulum untuk Meningkatkan Qualitas Pendidikan di MIN Druju Malang.*. Periode 2013/2014. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang..

¹³ Sa'dun Akbar, *Pengembangan Pembelajaran Tematik Model Untuk Kelas 1 dan Kelas 2 Sekolah Dasar*, Jurnal Pendidikan dan Pengembangan Lembaga Universitas Negeri Malang no. 1 vol.17

Table 1.1**Preceding Research**

NO.	RESEARCHER'S NAME, TITLE AND YEAR RESEARCH	EQUATION	THE DIFFERENCE	ORIGINALITY RESEARCH
1.	Maruf Akbar. (2009). Evaluation of the quality of items to test the ability of mathematical models of learning outcomes 3p class VII SMP Negeri Jakarta.	Evaluation	Grain quality testing capabilities learning outcomes	In this study, Researcher focused on the evaluation of thematic learning instruction
2.	Andika Septa Setiawan. (2013). Implementation Management Curriculum for Upgrade Education Quality in State of Islamic Primary Druju Malang.	Implementation	Evaluation on thematic learning instruction	Researcher takes context of thematic learning instruction
3.	Sa'dun Akbar. (2010). Development of Instructional Model especial for class 1 and 2 of the Elementary school.	Instruction	Thematic learning instruction	Researcher focused on the evaluation on thematic learning instruction

H. Systematic Of Study

To obtain a global view of the whole discussion of this thesis, the following are a few basic topics in each chapter items, namely;

CHAPTER I

It is the introduction which includes the background of the problem, the purpose of research, the benefits of research, problem definition, previous studies, the definition of operational and systematic discussion.

CHAPTER II

The foundation of theoretical, ideal conditions according to the theories contained in the books, especially with regard to the implementation of evaluations on thematic learning instruction.

CHAPTER III

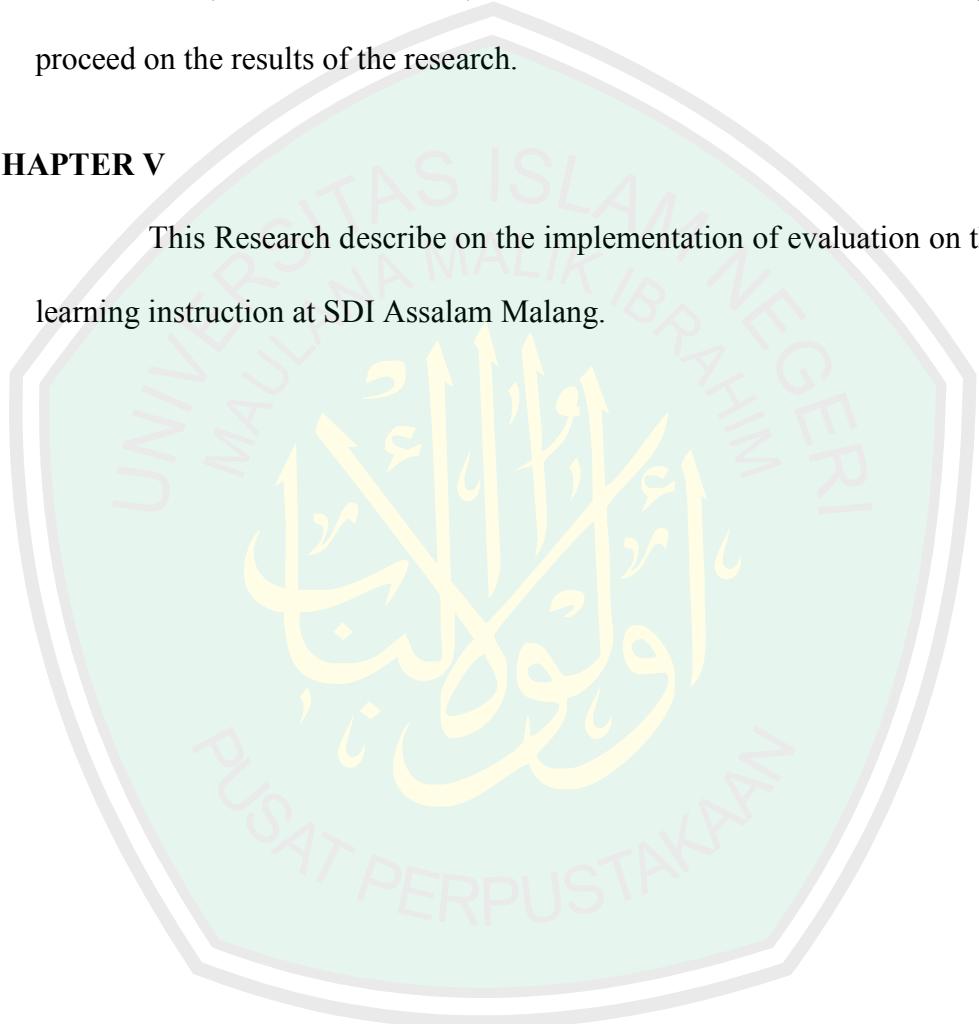
It is about research methods and approaches Consist of the type of research, the researcher's life, the location of research, the data and the data sources, the data collection procedures, the data analysis and the data validity checks.

CHAPTER IV

The study, which covers general illusion of organizational structure, state teachers, staff and students, infrastructure at SDI Assalam Malang. Then proceed on the results of the research.

CHAPTER V

This Research describe on the implementation of evaluation on thematic learning instruction at SDI Assalam Malang.



CHAPTER II

STUDY OF LITERATURE

A. Thematic Learning of 2013 Curriculum

1. Curriculum as integrator

Curriculum actually very simple became complicated after the structured and more complex after it is implemented. Every time flaming curriculum change far outweigh the spirit of doing something useful for students in the future. The debate blame more dominant than the search for the best solution for students. Back to understand the essence or nature of the curriculum is much more meaningful than just arguing in technical terms because of the technical aspects of the entrance area of the creativity of teachers, for example, about "indicator is missing". Confusion and debate about core competencies (KI) and the relationship with the Basic Competency (KD), learning and assessment is that indicators carelessly. If the indicator is formulated correctly, the link between KI and KD, learning and assessment will be well organized. Especially the relationship between

KI 1 (religious attitudes) and KI 2 (social attitudes) with KD in KI 3 (learning materials) and KD in KI 4 (the learning process).¹

Mainstreaming planting of character by positioning the attitude of religious and social attitudes as nurturant effect of learning becomes one of the strengths and advantages of Curriculum 2013. This fits perfectly with the current condition of our nation. Religious values is not a matter of teaching, but the effects arising from the learning process, and achievement will be optimal if there is coordination between subjects. In this context, the curriculum is referred to as integrator, build competencies holistically involving disciplines according to the characteristics of each. Like a beautiful mosaic that is strung from a variety of different elements.²

Experience in a variety of training shows that teachers greatly helped when we train them formulate a correct indicator for the accuracy of the indicator formulation allows teachers to design the learning and assessment process. From the various cases, in the formulation of the RPP, it is often the case of discrepancies between KI, KD, indicators, learning, and assessment. This is one source of red-tape which is used as a reason to reject the curriculum in 2013. For example in class VII semester of 1 KD (3.1) reads, "Understanding the concept of measurement of various magnitudes

¹[² Ibid. pukul 19.23.](http://www.republika.co.id/berita/koran/didaktika/14/12/18/ngrhw72-kurikulum-di-simpang-jalan.diakses pada tanggal 29.09.2015 pukul 19.23</p></div><div data-bbox=)

that exist in themselves, living things, and the surrounding physical environment as part of the observation, as well as the importance of the formulation of a standardized unit (standard) in the measurement". KD requires teachers to condition students to have factual knowledge, conceptual and procedural so that they competently perform the measurement.

At least four indicators that a parameter of achievement of competencies: students recognize various measurement tools according characteristics of the object to be measured, using a variety of measuring instruments in accordance with the rules of measurement standard, distinguishing benefits of standard unit with the unit is not raw, apply rules or the measurement procedure consistently in everyday life. This indicator requires teachers to develop student competencies in the measurements correctly so that the results are valid.

In addition to developing knowledge and skills, it also fosters an attitude KD thorough and honest as demanded by (KI 2). If students used to perform measurements correctly, honest, and thorough, he has run the teachings of their religion because of accuracy and honesty in measurement

is religious instruction to humans. And it is expressly stated in one verse of the Qur'an.³

The curriculum oriented towards the establishment of human nature because all disciplines brings a comprehensive moral message, including a religious nature. Curriculum into the media in the formation of noble character, namely through habituation learners to immediately practice the knowledge that he gained through lessons bench. Mathematics provides nutrients to the human thinking about the regularity, firmness, development of logic from simple to complex, certainty, universality, abstraction, economical, and elegance (alignment, diversity, rhythm, and sustainability).

There are also other ideas devices donated by mathematics, among others, the ideas of symbols, functions, transformations, and verification. Behind the mathematical proofs are axioms, a mathematical proof is characterized by the fact that a conclusion is derived from the premise or assumption. In axiomatic system, we are free to assume whatever extent not contradictory, but the rules limit our thinking at certain conclusions. The conclusion does not follow the rules it is not valid. Educated people will understand the nature of mathematical proof and the difference between mathematical proof and evidence no doubt in court.

³ *Ibid.* pukul 19.30

Curriculum is actually very simple, which makes the child who was not knowing to knowing, can not be can not be good. Only that. Through reading, children who previously did not recognize letters be able to read after he practiced reciting, write, sort, and arranged them into words, sentences, paragraphs, stories, and so on.⁴

After being able to read as a very creative teacher creates a learning climate, the child eventually became fond of reading, no matter what he read, and he can knowledge from various sources, be it a smart child. Children who previously did not know the numbers, trained and conditioned by the teacher so that he knows the numbers and numbers. Then with a very pleasant way, teachers can make children able to use the logic of number / numbers for solving various problems of life. The more in-depth scientific study that we did, the majesty of God more and more apparent. This is the purpose of education required by our law.

Authentic assessment is very simple, judging by the fact that invisible and so can easily be verified. When the child is not fluent in reading, teachers are now looking for the cause. Perhaps he forgot the order of the letters, then immediately train teachers so that the child can sort correctly, or he forgot how to assemble letters into words, or not understand the meaning of the word, the teacher immediately train according to the

⁴ *Ibid*.pukul 19.43

problems faced by children. Likewise, in using figures and mathematical logic. If the child's difficulties, the teacher soon discovered the problem, maybe he forgot the order or nature of the figures, and teachers to train until he could.

Report card is very simple. He informs students what has been accomplished and what has not. For example, in half of these children have been adept at using numbers, but still often wrong in the multiplication using decimal numbers. This information is a matter for further teachers and parents to follow up appropriately. Authentic assessment such as this prevent teacher from manipulation of the value or mark-ups. Assessment helps anyone in order not to be mistaken at a later stage.⁵

2. Strategy of Increasing learning activity

Understanding the curriculum evolved in line with developments in the world of education. In simple terms, the curriculum was considered as a number of subjects (subjects) that must be taken by a student from the beginning to the end of the lesson program for obtaining a diploma, while in terms of the broader curriculum covering all the learning experience (learning experiences) experienced by students and influence personal development.

⁵Ibid. pukul 20.01.

Curriculum has a strategic role in achieving educational goals. There are three roles curriculum is considered very important, namely the role of conservative, critical or evaluative role, and the role of the creative. The third part of the curriculum should be in balance and harmony to achieve optimal educational purposes. The third role of curriculum implementation is the responsibility of all stakeholders in the education. Curriculum has a central position in the whole process of education. Curriculum directs all forms of educational activities for the achievement of educational goals. In other words that the curriculum as a means to achieve the goal of education is the formation of human beings in accordance with the philosophy of life of the nation plays an important role in the education system. The curriculum as a means to an end to be able to deliver the protege become a man who devoted, intelligent, skilled and virtuous, knowledgeable, moral, not just as subjects that should be given to the students, it also as educational activities are planned to be experienced, accepted and performed.

The school curriculum is a strategic instrument for the development of human resources both short term and long term, the school curriculum also has a coherence that is very close to achieving the objectives of the school or educational purposes. Therefore, changes and updates to curriculum must keep abreast, adjust the needs of society and face the

challenges that will come and face the advancement of science and technology. Basic need for curriculum changes the current developments and changes in the life of society, nation and state that need to be considered and taken into account in the preparation of the new curriculum at every level and education units. Where legislation has brought new implications for curriculum development such as renewal and diversification of the curriculum.

Competency-based curriculum is expected to solve the various problems of the nation, especially in the field of education, to prepare learners, through planning and conducting evaluation of the education system in an effective, efficient and effective manner. Competency-based curriculum was developed to provide the skills and expertise to survive in a changing, conflict, uncertainty, and complexity of life. Education Unit Level Curriculum (SBC) is intended to create graduates who are competent and intelligent in carrying out the nation's cultural identity. This curriculum can provide the basic knowledge, skills, learning experiences that build social integrity as well as to cultivate and embody the national character.

Autonomy in the management of education is the potential for schools to improve the performance of staff, offering direct participation to the group concerned and improve people's understanding of education.

School autonomy was also instrumental in accommodating the general consensus about the empowerment of schools, who believed that in order to improve the quality of education as much as possible the decision and should be made by those who are in the front line (line staff) who is directly responsible for policy implementation, and exposed as a result of the policy the teachers and principals.

The involvement of schools and teachers in school decision-making also encourages a sense of ownership was higher against the school, which in turn encourages them to use existing resources efficiently to achieve optimal results.

Educational equity will look at the growth of community participation especially capable and caring, while the less able will be the responsibility of the government. The standard-setting process of education is a very important policy and strategic for the equalization and improvement of the quality of education. Through the education process standards of each teacher or school administrator can determine how the learning process should take place.

The learning process is a system. Thus, the achievement of process standards to improve the quality of education, especially the learning process can be started from analyzing every component that can shape and influence

the learning process. So many components that can affect the quality of education, however, may not be done with efforts to improve the quality of each component repair simultaneously. This is in addition to the components scattered existence, we also difficult to determine the amount of each component influence.

However, components which have been considered greatly affect the educational process is a component of teacher. It is indeed reasonable, because the teacher is spearheading that relate directly to the students as subjects and objects of learning. However nice and ideally curriculum, however full educational facilities being offset by the ability of teachers to implement, then everything will be less meaningful. Therefore, to achieve the educational process with the standards, should begin by analyzing the components of the teacher. Convince everyone, especially to each teacher that his work is the work of a professional is the first attempt to do in order to achieve the standards process in line with expectations. People think anyone can be a teacher even though they do not understand the science teacher can be considered as a teacher, understand the origin of the subject matter to be taught. If teaching is considered only as the process of delivering the subject matter, such an opinion is true. Such teaching concept, demands are very simple, namely to understand the origin of the information to be taught to the student, then he can become a teacher.

Therefore, a teacher needs to have the ability to design and implement a variety of learning strategies that are considered suitable to their interests and talents and in accordance with the level of development of students including utilizing a variety of media sources and learning to ensure the effectiveness of learning process.⁶

3. Alteration curriculum element at elementary school

Alteration curriculum element on 2013 curriculum 1) graduate competence standart; 2) process standart; 3) content standar; 4) assessment standart. For clearly explanation can see as follows:

Table 2.1

Alteration Curriculum Element at Elementary School

Element	Description
Graduate Competence	Increasing and balancing soft skills and hard skills which has attitude competence aspect.
Subject Position (Content)	Competence which is first reducible from subject to subject developer from competence.

⁶<https://notako.wordpress.com/2013/10/03/fungsi-dan-peran-kurikulum-dalam-proses-pembelajaran/>. Diakses pada tanggal 28.09.2015 pukul 20.30.

Approach	Competence developed as:
Content	Integrated thematic in all of subjects
Curriculum Structure (Subject and time allocation)	<ul style="list-style-type: none"> • Holistic and integrated focused on natural social and culture • Learning is conducted with science approach • Amount of subject from 10 to be 6 • Amount of hours increase 4JP/week caused by the change of learning approach

Table 2.2
Element of Assessment and Extracurricular

Element	Description
Assessment	<ul style="list-style-type: none"> • Assessment based on competence • Displacement from assessment pass through the test, use authentic assessment (Measures all

	<p>of competence. They are attitude, skills, and knowledge based on process and result).</p> <ul style="list-style-type: none"> • Strengthen PAP, that is attainment of result study based on the score that is they got toward score maximally • Assessment not only on basic competence level but also content competence and SKL
Extracurricular	<ul style="list-style-type: none"> • Scout (Obligation) • School Health (UKS) • Teenager of Red Cross (PMR) • English Lesson

4. Structure of Curriculum at Elementary School

Structure of Curriculum describe conceptualization curriculum content in subject formed, content position or subject in curriculum, distribution content or subject in a semester or year, study load for subject and study load a week for every students. Structure of curriculum also

application concept organize the content into study system and organize study load in leaning system. The organizing the content into learning system which is used for future curriculum is a semester system while the organizing study load in learning system based on time of learning in a semester.

Structure of curriculum also describe about the application curriculum principle about students positions to finish lessons in education institution. In curriculum structure describe idea curriculum about position os students learning is they must finish all of subjets which is in structure or curriculum give opportunity to students for decide many choises. Structure of curriculum consist of a number of subjets, study load, and education calendar.⁷

⁷ Abdul majid. *Pembelajaran Tematik terpadu*. Bandung: Remaja Rosda karya 2014. hlm 44

Table 2.3
Structure Curriculum at Elementary School

SUBJETS	ALOCATION TIME OF STUDY IN A WEEK					
	I	II	III	IV	V	VI
Group A						
1. Education of Religion and Morals	4	4	4	4	4	4
2. Education of Pancasila and Civilization	5	6	6	4	4	4
3. Indonesia Language	8	8	10	7	7	7
4. Mathematic	5	6	6	6	6	6
5. Natural Science	-	-	-	3	3	3
6. Social Science	-	-	-	3	3	3
Group B						
1. Art Culture and Precreation (include of local capacity)*	4	4	4	6	6	6
2. Bodies Education, Sport and Healthy (include of local capacity)	4	4	4	3	3	3
Total of Alocation Time in a week	30	32	34	36	36	36

= Integrate Thematic Learning

Explanation:

*Local Capacity include Region Language

Extra Curricular Activity SD/MI as follows:

- Scout (Obligation)
- School Health (UKS)
- Teenager of Red Cross (PMR)

Group A is subject which is give orientation more competence to cognitive aspect and affective while Group B is a subject more emphasize on affective and phsycomotor aspects.

Integration of Basic competence Natural Science and Social science based on civics study, Indonesia language, Mathematic, Physical education, Sport and Healthy which is obtain for I, II, and III. While for IV, V and VI grades, Basic competence of Natural science and Social science are independent and integrated into themes which is for IV, V dan VI grade.⁸

Study load expression in time of study every week for study periode in a semester. Load of study in SD/MI I, II, and III grade is 30, 32, 34 while for IV, V, and VI is 36 hours every week. The hours os study SD/MI is 35 minutes.

With addition Tour of study and decompression amount of basic competence, teacher has freedom time to developt learning process which is oriented student's active. Process of learning student's active need long time from learning process giving information caused students need try to observe, ask, associate, and communicate. Learning process is developed want to patient teacher in teaching students so they become know, capable

⁸ *Ibid.* hlm 45

and want to study. Apply their skill in school area and environs. In addition to more hours of study teacher may assess the process and result of study.⁹

B. Evaluation and Assessment of Thematic Learning

1. The Meaning of evaluation

The term evaluation is not foreign in educational activities. Evaluation is often referred to the assessment. With the evaluation activities a person is able to provide information on the achievement of success rates in accordance with the planning. Here is an understanding of evaluation is specifically expressed by the experts:

- a. According Sudaryono evaluation is divulging series of activities designed to measure the effectiveness of the overall learning system.¹⁰
- b. Edwin Wandt and Gerald W. Brown suggested the term evaluation is divulging acts or processes to determine the value of something.
- c. Ten Brink and Terry D, evaluation is the process of collecting information and using it as an ingredient for use judgment in making the Decision.
- d. Suharsmi Arikunto suggested: evaluation is the activity of searching for something, the search for something that, also including seeking information useful in assessing the existence of divulging program,

⁹ *Ibid* hlm 45

¹⁰ Sudaryono, *Dasar-Dasar Evaluasi Pembelajaran*. (Yogyakarta: Graha Ilmu 2012). hlm 36

production, procedures, as well as alternative strategies proposed to achieve the intended purpose.¹¹

The purpose of evaluation is to know about the result of the learning. Result of evaluation describe improving, fault and difficulties of students. For decide the kind and level of students difficulties and it's causing known by the result of study. Based on that data then make analyze kind of difficulties which is students' feeling. After that, the teacher find the alternative overcame the difficulties.

Based on some of the above understanding can be concluded that the evaluation is a process to determine value as a whole to achieve the goal which has been decided by students after learning activities. While the evaluation of learning outcomes by Oemar Hamalik is the overall activity measurements (data collection and information), processing, interpreting, and considering for the decisions on the level of learning outcomes achieved by students after learning activities in order to achieve the learning objectives that have been set. The results of study pointing on learning achievement, while an indicator of learning achievement and the degree of change in student behavior.¹²

¹¹ *Ibid* hlm. 38.

¹² Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2007), hlm.159.

2. Understanding Thematic Learning

Thematic learning is learning patterns that integrate the knowledge, skills, creativity, values and attitudes of learning by using themes. Thematic learning thus is "unified or integrated learning" involving several basic of competence, result of study and indicator from a subject or another subjects with certain themes. This involves learning some basic competencies, learning outcomes and indicators of the subjects, or even some subjects¹³

With a thematic approach teachers are required to be more creative in creating learning environment to better understand the reality of life lived every day, either in relation to himself or related families, communities, the environment, and natural surroundings.

The most important thing in learning is putting the learner as an object of learning, the teacher as a facilitator who support the achievement of success in learning.

Surely every child has the creativity, learning to do that is integrated, so that it can accommodate the needs of children. With a thematic learning that integrates material from several subjects in one subject, which is called a theme. Thus, it is expected will appear integration between everyday experience with the experience learned by the learners.

¹³ Mamad DKK, *Pedoman Implementasi Pembelajaran Tematik* . 2005. Hlm. 3

In addition to those described above, there are several advantages of thematic learning.¹⁴

- a. Learning materials closer to the lives of young people, so that they can easily understand and do.
- b. Learners are also easier to relate the relationship subject matter with the other, so that the value of contextual and *life-skills* contained in thematic learning process more real.
- c. With working in groups, learners can also develop the ability to learn in the cognitive, affective and psychomotor once.
- d. Integrated learning to accommodate different types of intelligences (*multiple-Intelligence*) learners. Integrated learning approach teachers use learners active learning as a learning method easily.

3. Basic principles and character

Currently socialized plan of competency-based curriculum with thematic learning as one of its components. So in this case the principle underlying the need for the achievement of the objectives to be achieved by the government.

The underlying principle of thematic learning are as follows:¹⁵

¹⁴Op^{cit}, hlm. 5.

¹⁵Op^{cit}, hlm. 10

- a. Integrated with environmental or contextual nature. That is, study packaged in a format of the link between "the ability of learners to find problems" with the "solve real problems faced in everyday life". While the disciplined form of learning so that learners work in earnest in finding a real learning theme, then do it.
- b. Having a theme as a means of unifying how subjects or study materials. In cross-field study curriculum terminology, such themes are often referred to as a center of reference in the reform process or integrating a number of subjects.
- c. Using the principle of learning while playing and fun (*joyful learning*).
- d. Lessons provide significant direct experience for learners.
- e. Instill the concept of on various subjects or subject of study in a particular learning process.
- f. Separation or difference between the subjects with other subjects difficult.
- g. Learning can be developed in accordance with the capabilities, needs, and interests of learners.
- h. Learning is flexible.
- i. Use of the variation in the method of learning.

C. Authentic assessment on thematic learning

Authentic assessment is a process of collecting, reporting and use of information about the process and student learning outcomes with assessment principles, the implementation of sustainable, evidence is authentic and accurate and consistent as public accountability. This is in line with the opinion of Abdul Majid as saying that authentic assessment is the process of collecting various data that can give an idea development of students. On the development of student learning needs to be known by teachers in order to ensure that students experience the learning process correctly. According Abdul Majid states that authentic assessment developed for assessment which has been used traditionally ignores real-world context and less describes the ability of students holistically.¹⁶

In order to do authentic assessment, teacher must understand clearly with the purpose achieved. So that, teacher must know with: *First* Attitude, skill and knowledge will be valued. *Second*. The focus of assessment will be applied like attitude, skill and knowledge and. *Third* The level of knowledge will be valued like reasoning, memory or process.¹⁷

Competencies is translation or Competency Standards operational in the form of quality to be possessed by students who have completed education at a certain education units or levels of education particular, an overview of the main

¹⁶ Abdul majid. *Pembelajaran Tematik Terpadu*. (Bandung: Remaja Rosda karya 2014). hlm 236

¹⁷ *Ibid.* hlm 249.

competencies that are grouped into several aspects they are attitudes, skills, and knowledge to be learned by student to a school level, class and subject. Core competencies should describe the quality of the balance between the achievement of *hard skills* and *soft skills*.

Core competencies serve as elements organizers (organizing element) basic competence. As an organizer element, Core Competence is a fastened for vertical and horizontal organization of basic competency. Basic Competence of vertical organization is relationship between the content of the basic competencies or education one class or level on it so it meets the principles of learning that occurs a continuous accumulation between students learning content. Horizontal organization is the relationship between the content of Basic Competence from a subjects with Basic Competence from different content of subjects in the weekly meetings and the same class so that a process of mutually reinforcing.

Core competencies are designed in four inter-related groups, namely with regard to the religious attitude (Core Competency 1), social attitudes (Corecompetencies2), knowledge(Core Competency 3), and application of knowledge (Core Competency 4). The four groups are the reference of basic competencies and should be developed in any event integrative learning. Competence with regard to religious and social attitudes developed indirectly

(indirect teaching), when students are learning about the knowledge (Core Competency 3) and application of knowledge (Core Competency 4).¹⁸

Table 2.4
Core Competency Class IV SD/MI

o.	COMPETENCE CORE CLASS IV
1.	Receiving, implement, and appreciate to their religion
2.	Shows the behavior of an honest, disciplined, responsible, polite, caring, and confident in interacting with family, friends, teachers, and neighbors
3.	Understand the factual knowledge by observing and inquire based on curiosity about himself, God's creatures and activities, and the objects he encountered at home, at school and playground
4.	Understand of factual knowledge by observing and inquire based on curiosity about himself, God's creatures and activities, and the objects he encountered at home, at school and playground

¹⁸Kurikulum 2013 Kompetensi dasar sekolah (SD)/ Madrasah Ibtidaiyah (MI) (kementerian pendidikan dan kebudayaan, 2013), hlm.5

Based on the explanation above it can be concluded that the assessment is an assessment that involves authentic student experience with real-world context so that students experience the learning process properly.

Authentic assessment can be done in publish the learning that takes into account a variety of learning activities that involve students as contextual learning. Contextual learning is also expected to be applied to elementary school students since the beginning of class. Contextual learning is packaged in the form of learning according to the basic framework curriculum thematic learning effect in 1,2 and 3 grade.

Overview of the thematic learning, learning to use thema to link several subjects to provide sense experience to students. Learning that emphasizes active student involvement so that students gain hands-on experience and are trained to be able to discover for themselves how knowledge learned. The hallmark of thematic learning are:

- a. Experiences and learning activities are highly relevant to the development level and needs of children of primary school age.
- b. The selected activities in the implementation of thematic learning is based on the interests and needs of students.
- c. Learning activities will be more meaningful and memorable for students so that learning outcomes can last longer
- d. Helps develop students' thinking and

- e. Students develop social skills such as cooperation, tolerance, communication and responsiveness to the ideas of others.¹⁹

Authentic assessment is assessment which reflects the result of study and can use many techniques. They are project assessment or students activity, using portfolio, journal, demonstration, writing report, check list, and guidance of observation.²⁰

Assessment using the actual assessment (authentic assessment). Authentic assessment is to assess the nature of what it should be in value, namely:

1. Assess a variety of ways and a variety of sources.
2. Measure the knowledge and skills of students.
3. Requires application of knowledge or experience.
4. Tasks that contextual and relevant as well.
5. Products that are both measurable.

²¹

1. Tools and Instrument Rating

a. Type Rate

In order to carry out good authentic assessment, teacher must understand clearly the objectives to be achieved. For that teachers should ask ourselves particularly with regard to

- 1) Attitude, skills and knowledge of what will be assessed.

¹⁹ www.journal.uny.ac.id/index.php/jpka/article/download/1301/1082. di akses 16.06.2015. pkl.17:00.

²⁰ *Opcit.* hlm 249

²¹ Dra.Dyah Sriwilujeng DKK. *Silabus dan Sistem Penilaian Pembelajaran Tematik.Modul.hml* 4. Di akses 15.07.2015. pkl 13:23

- 2) Focus assessment will be made an example related to the attitudes, skills and knowledge.
- 3) The level of knowledge of what is to be assessed as reasoning, memory or process.

b. Project assessment

Assessment of the project is the assessment of the tasks to be completed by learners by period / specified time. Tools which is intended form of investigations conducted by learners from planning, data collection, organization, processing, analysis and presentation of data.

- 1) During work on a project teaching students the opportunity to apply the attitudes, skills and knowledge. Therefore, in any assessment of the project are least three things that require special attention from the teacher.
- 2) Skills of students in choosing a topic, finding and collecting the data, process and analyze, to give meaning to information obtained and writing reports.
- 3) Suitability or relevance of learning materials with the development of attitudes, skills and information which is needed by learners.
- 4) Originality of the authenticity is a learning projects undertaken or produced by learners.²²

²² *Op cit.hlm 250*

c. Performance Assessment

Authentic as possible the assessment involves the participation of learners, especially in the process and the aspects to be assessed. Teachers can do by asking the students to name the elements of the project. They will use to determine the criteria for its completion. By using this information, teachers can provide feedback on the performance of learners in the form of a narrative report or in the report class. There are several different ways to record the results of a performance-based assessment.

- 1) Check list (check list) is used to determine whether or not appear certain elements of the indicator or sub-indicator that should appear in an event or action.
- 2) Note anecdotal or narrative. Used by the way the teacher writes a narrative report on what is done by each student during the action. From the report, teachers can determine how well students meet the standards set.
- 3) Scale assessment or rating scale. Typically used with the following numerical scale predicate. For example, 5 = excellent, 4 = good, 3 = sufficient, 2 = very poor, 1 = very poor.
- 4) Memory or memory approach used by teachers by observing the learners do something, without making notes. Teachers use the information from

its memory to determine whether learners have been successful or not. That way still be useful but not enough recommended.²³

d. Assessment portfolio

The portfolio is a collection of student work tasks within a certain time period which can provide assessment information. The focus of the tasks of learning activities in the portfolio is problem solving, thinking and comprehension, writing, communication, students view themselves against him as a student.

Portfolio assessment is continuous assessment based on the collection of information that shows the progress and appreciated as the work of the real world. Portfolio assessment can depart from the work of individual students or groups produced. Requires reflection students in the evaluation based on multiple dimensions

Portfolio assessment is done by using measures such as the following.

- 1) Teacher explains briefly the essence of portfolio assessment.
- 2) Teacher and learners will determine the type of portfolio to be created.
- 3) Learners, either alone or in groups, independently or under the guidance of teachers prepare learning portfolios.

²³ Op cit.hlm 253-255

- 4) Teachers collect and store portfolio of learners at the appropriate places, with the record date of collection.
- 5) Teachers assess the portfolio of learners with specific criteria.
- 6) If possible the teacher together learners discuss joint document produced portfolio,
- 7) Teacher gives feedback to participants on the assessment of the portfolio.

e. Journals

Journal of the posts made students to show everything that has been learned or obtained in the learning process. Journals can be used to record or summarizes the principal topics that have been studied, the feeling of the students to learn certain subjects, difficulties or successes in solving the problem or topic or lesson and record students' comments about his expectations in the process rules which is used to assess the performance of students.

f. Written assessment

Although the conception of authentic assessment arise due to dissatisfaction of written tests commonly performed on a previous era. A written assessment on the learning outcomes remain prevalent. The written test consists of selecting or supply an answer from the description. Choose an answer and supply the answers. Selecting the answer consists of multiple

choice, true-false choice, yes-no, match and causation supply the answer consists of short or shorter than the description.

2. Written test assessment instruments

The written test is a form of assessment instruments used to do every activity judging. Written assessment needs to be studied because each written assessment forms have different pattern. a written assessment carried out by a written test. The written test is where the questions and answers learners do not always respond in the form of written answer, but may also in other patterns, such as marking, coloring, drawing, and so on. Written test, there are two forms, namely

3. Instruments nontes Assessment

To gather information about the progress of learners can be done a variety of techniques, both related to the learning process mapun learning outcomes. The information gathering techniques in principle is the competence and basic competences. Basic competency status assessment is based on indicators of learning achievement, either in the form of domains of cognitive, affective and psychomotor. In nontes assessment can be done in various ways such assessment.²⁴

²⁴<http://ainypgb.blogspot.com/2012/05/penilaian-pembelajaran-tematik.html> di akses 19.06.2015 pkl 19:13

a. Assessment of performance

Performance appraisal is an assessment carried out by observing the activities of learners in doing something. Such as the practice of prayer, sports practice, play a role and others.

In the assessment of the performance of the need to consider the following matters,

- a. Measures of expected performance do learners to demonstrate the performance of a competency.
- b. Completeness and statutes aspects that will be assessed in the performance.
- c. Special abilities needed to menyelesaian task.
- d. Strive capability to be assessed not too much, so that all can be observed.
- e. Ability to be assessed sorted in order of observation.
- f. Observation of performance in a variety of contexts needs to be done to increase the level of achievement of the ability of learners, to observe the performance of learners can use a tool or instrumn follows.
- g. Checklist (check-lis), assessment of performance using a check list (yes-no), learners scored when certain criteria of competence mastery can be observed by the assessor. If it can not be observed, learners do not gain value. The weakness of this method is the appraiser has only two absolute choice, true-false, for example, can be observed-unobservable. Thus there

is no middle value, but more practical check list used to observe subjects in large quantities.

h. Grading scale, assessment of performance using a grading scale allows teacher gives middle value of the mastery of certain competencies, because the scoring in the continuum where the option value category more than two. Assessment scale extends from imperfect sampaisangat perfect.

b. Private reports

Through the use of these techniques in school, the students were asked to make a review that contains the views or response on an issue, situation, or thing which is the object attitude. For example, students were asked to write his view of "ethnic unrest" that occurred recently in Indonesia. From the review made by learners can be read and understood its attitude tendency.

c. Project assessment

In the assessment of the project there are three things that need to be considered, namely:

- a. Management capabilities, learner's ability in choosing topic, search and manage time data collection and report writing.
- b. The relevance, appropriateness to the subject, taking into account the stage of knowledge, and skills in understanding of learning

- c. Authenticity, projects carried learners must be the result of his work, taking into account the contribution of teachers in the form of guidance and support for learners Protect.

Appraisal waged project from planning, the process, until the final outcome of the project. Teachers need to establish things or steps that need to be assessed, such as arranging design, data collection, data analysis, and preparation of a written report. Implementation assessment can use tools / instruments in the form of a check list or assessment grading scale.

CHAPTER III

RESEARCH METHODS

A. Approach and Types of Research

Research this use design *research qualitative descriptive*. Because of this research activity will generate descriptive data in the form of words written or spoken of the people and behaviors that can be observed in the descriptive approach, the data collected is in the form of words, pictures, and not numbers. This was caused the application of qualitative methods. Thus the research report will contain excepts of data to illustrate the presentation of the report. such data may be derived from the script interview, field notes, photographs, tape video, personal documents, notes or memos and other official documents.¹

1. Researcher Presence

In qualitative research, the researcher is the main data collectors. In this case, as stated by LexyMoleong, notch researcher in the study qualitatively quite complicated. He is at once a planner, executor, collecting data, analysis, data and interpreter in the end he became the reporting of

¹Burhan Bungin. *Metodologi Penelitian Kualitatif*. (Jakarta: Raja Grafindo Persada 2001).hlm 28.

research results². Thus, the presence of the researcher as well as the instrument is also an important factor in all this research activity.

Based on that statement, the presence of researcher here as well as researcher an important instrument in this research activity. Locally researcher as a full observer. Besides, the presence of researcher known status by the citizens of SDI Assalam Malang. ,

2. Location Research

This research was conducted in the Islamic Primary School (SDI) As Salam is located at Bendungan Wonorejo Street 1A District of Karangbesuki Subdistrict of Sukun Malang. Islamic Primary School SDI Assalam Malang is one of the Islamic schools that have implemented the curriculum in 2013.

B. Data and Data Sources

Source data in research This is a subject where the data obtained by researcher. According Suharsimi Arikunto source of research data is a subject from which the data was obtained. Therefore, researcher identified 2 teachers as informant consisting of 4th grade.

²Prof.Dr.Lexy Moleong,M.A. *Metodologi Penelitian Kualitatif*. (Bandung:PT Remaja Rosdakarya 2006), hlm. 168.

C. Data Collection Instrument

So that data and information on the implementation of the curriculum in 2013 can be used in reasoning, then, the data and information that should be a fact. In capacity as a definite fact, the materials are ready for use as evidence (tangible evidence). Therefore it is necessary tests through certain ways.³

1. Observation

Observation is a data collection technique require researcher down to the school to observe about the implementation of evaluations on thematic learning instruction, by observing students activity in examination, exactly observe about students' feelings, behavior before and after implementation of evaluation on thematic learning instruction with authentic assessment. Observed only things that are related or relevant in accordance with the required data.

2. Interview

Interview in a study that aims to collect information about the nature of human life of a society as well as foundations were a top aide of observation . Therefore, researcher will make interview with 2 informants. The first informant is teacher of 4th grade and the second one is teacher from

³ Hamid Patilima. *Metode Penelitian Kualitatif*. (Bandung: Alfabeta 2007).hlm 60.

2nd grade of SDI As Salam Malang. The question of interview will be related to a resource that has been determined by the investigator.

3. Documentation

Documentation is collect data by means flowing or retrieve the data from the records, documentation, administration of appropriate with problems examined. In this case researcher obtained documentation through the picture of students' feelings, behaviors before and after implementation of evaluation on thematic learning instruction. Data and archives of profile will taken by researcher from institute that related or relevant according to the needs for research.

D. Data Analysis Techniques

In the analysis of qualitative data, researcher build words from interviews or observations of data required to be described and summarized. Inquiries can be made by the researcher to look at the relationship between the various themes identified, relationships or behavior of individual characteristics such as age and gender. Here is an implementation of data analysis;

1. Identification

Researcher identify any data to be built. Transcript of the interview, field notes, photographs, videos, documents, and other issues that are the source of the data required for coded and ready to make further plans. All data including date, several indicators and anonymous identity will allow used as a

source by researcher. Exhaustive list of data sources can be used for reference in the analysis.

2. Coding

The setting in this section, researcher have a different way. The possibility of researcher using software that can help organize the data. So researcher helped in organizing the data according to their needs, such as cut and paste the, give color to important information with a highlighter.

3. Tape storage

Identifies the criteria for code input. Researcher keeps records to be used as the basis for the analysis of narrative in writing or may be used if the process goes wrong analysis of the data. To help this process is used floppy disks to store data verbatim (word for word) which would support the explanation.

E. Checking Validity of Data

Checking the validity of this data is done in order to obtain valid results and still can be trusted by all parties. According to Hamidi to test the validity of the data collected, researcher must do

1. Triangulation technique among boast of data, data collection techniques among and between data collection, which in the latter case, researcher will attempt to get colleagues or helpers in extracting data from educators in a location that is able to help after being given an explanation.

2. Checking the information to the informant who had been written by researcher in the research report (membercheck). In occasion or meeting attended by the respondents or informants, investigators will read the research report
3. Will discuss and share with colleagues in the department where researcher studied, including corrections under tutors.
4. Negative case analysis, ie cases that are not in accordance with the results of the study until a certain time.
5. Extension of the study period. This way will be pursued in addition to obtaining a more complete evidence is also to examine the consistency of the action or expression of informants.

F Stages Research

1. Pre-Field Phase
 - a. Determine the field of research with researcher want to consideration of focusing on the implementation of thematic learning evaluation guidelines.
 - b. Develop a research proposal. The proposal of this study is used to ask permission from the relevant institutions in accordance with the required data sources.
 - c. Prepare all that is needed in the research field such as creating guidelines for interviews and so on.

2. Implementation Phase Research

- a. Make observations to SDI Assalam Malang. The object of research were observed by researcher is the condition of the school, student behavior, the state of infrastructure in SDI Assalam Malang.
- b. Collect all the data that is considered necessary by the method of documentation such as data about the profile of the school and teachers.
- c. Organize data and information obtained into a coherent reconstruction unit studies and well integrated.

3. End Stage Research

- a. Once the data is collected, the researcher chose the data needed to be analyzed and described in order to get a full understanding of the role of educators in implementing the curriculum in 2013.
- b. Prepare reports research results in written form in accordance with that set by the faculty.

CHAPTER IV

RESEARCH RESULT EXPLANATION

A. General Description of SDI Assalam Malang

1. History of SDI Assalam Malang

Before legitimate be Primary Education institution of As Salam began from existing TK IT As Salam which is guided by Ratna Sofia Herdiyanti,SPd underneath As Salam institution. Ratna is Establishe of As Salam. She expected that students of TK IT As Salam is able to continu Primary Education in SD Islam As Salam. Thaks for God that Ratna's suggestion agreed by Institution. Finally on 6 March 2010, formally established SD Islam As Salam was lacted on Bendungan Wonorejo street No.1 A Malang. Location map of SDI As Salam provided as follows.

Picture 4.1

SDI Assalam Location



The begining from 18 students of SD Islam As Salam and 4 teachers, from year by year the number of students has developer. Now on 2015 the number of student SD Islam As Salam are 175.¹

2. Profile of SDI Assalam Malang

a. Vission and mission of SDI Assalam Malang

Vission

"Being an Islamic educational institutions, superior and reliable, create the young generation of Muslims who have good morals and academic achievement, ready to face the challenges of the future."

Mission:

1. Organize quality basic education that is grounded in Islamic values.
2. Conduct a comprehensive coaching and education aimed at forming personal good morals.

b. Purpose of SDI Assalam Malang Education

1. Cultivate, develop, establish and direct the students to be a servant of Allah Subhanahu wa Ta'ala who worships and shalihah individually and socially.
2. Provides the knowledge, skills as a provision in entering the family and society. Forming personal attitude is commendable, vibrant and responsible.

¹ Sumber Dokumentasi dari SDI Assalam Malang Tahun 2014-2015

3. Graduate Profile of SDI Assalam Malang

This effort implemented gradually started grade 1 to grade 6 that will produce graduates with these criteria are :

1. Completed principal field of study.
2. Prayers on self-awareness.
3. Dutiful to parents.
4. Tartil read the Qur'an.
5. Memorized four chapters of the Qur'an.
6. Disciplined and responsible.
7. The ability to read effectively.
8. Loving environment.
9. Can operate a computer.
10. Confident and independent.
11. Having a clean culture.
12. Glad to read and write.
13. Good social behavior.
14. Communicate well.²

² <http://sdislamassalam.blogspot.co.id/> Diakses pada tanggal 20.09.2015 pukul 10.32.

4. Teachers and staffs of SDI Assalam Malang

Contained teachers and staffs of SDI Assalam Malang Period of 2014
2015 are as follows in appendix 1.1:³

5. School Identity

- | | |
|----------------------|-----------------------------------|
| 1. Name of school | : SD Islam As Salam |
| 2. Address | |
| a. Street | : Bendungan Wonorejo No.1A Malang |
| b. Village/District | : Karang Besuki |
| c. Subdistrict | : Sukun |
| d. Regency | : Malang |
| e. Province | : East Java |
| f. Post Code | : 65415 |
| g. Number Phone | : (0341) 580550 |
| 3. Operational Start | : 2010 Year |
| 4. Wide of Land | : 3000 m ² |
| 5. Wide of Building | : 504 m ² |
| 6. Land Status | : Own Possession |
| 7. Building Status | : Own Possession |
| 8. NPSN | : 60726485 |

6. Structure of Curriculum at SDI Assalam Malang

Structure of Curriculum describe conceptualization curriculum content in subject formed, content position or subject in curriculum,

³ <http://sdislamassalam.blogspot.co.id/p/about-us.html> Diakses pada tanggal 20.09.2015 pukul 10.48

distribution content or subject in a semester or year, study load for subject and study load a week for every students. Structure of curriculum also application concept organize the content into study system and organize study load in leaning system. The organizing the content into learning system which is used for future curriculum is a semester system while the organizing study load in learning system based on time of learning in a semester.

Structure of curriculum also describe about the application curriculum principle about students positions to finis lessons in education institution. In curriculum structure describe idea curriculum about position os students learning is they must finish all of subjets which is in structure or curriculum give opportunity to students for decide many choises. Structure of curriculum consist of a number of subjets, study load, and education kalender.

Table 4.1
Structure of Curriculum at SDI Assalam Malang

SUBJETS	ALOCATION TIME OF STUDY IN A WEEK					
	I	II	III	IV	V	VI
Group A						
1. Education of Religion and Morals	4	4	4	4	4	4
2. Education of Pancasila and Civilization	5	6	6	4	4	4
3. Indonesia Language	8	8	10	7	7	7
4. Mathematic	5	6	6	6	6	6
5. Natural Science	-	-	-	3	3	3
6. Social Science	-	-	-	3	3	3
Group B						
1. Art Culture and Precreation (include of local capacity)*	4	4	4	6	6	6
2. Bodies Education, Sport and Healthy (include of local capacity)	4	4	4	3	3	3
Total of Alocation Time in a week	30	32	34	36	36	36

= Integrate Thematic Learning

Explanation:

*Local Capacity include Region Language

Extra Curricular Actiity SD/MI as follows:

- Scout (Obligation)
- School Health (UKS)
- Teenager of Red Cross (PMR)

Group A is subject which is give orientation more competence to cognitive aspect and affective while Group B is a subject more emphasize on affective and phsycomotor aspects.

Integration of Basic competence Natural Science and Social science based on civics study, Indonesia language, Mathematic, Physical education, Sport and Healthy which is obtain for I, II, and III. While for IV, V and VI grades, Basic competence of Natural science and Social science are independent and integrated into themes which is for IV, V dan VI grade.

Study load expression in time of study every week for study period in a semester. Load of study in SD/MI I, II, and III grade is 30, 32, 34 while for IV, V, and VI is 36 hours every week. The hours os study SD/MI is 35 minutes.

With addition Tour of study and decompression amount of basic competence, teacher has freedom time to developt learning process which is oriented student's active. Process of learning student's active need long time from learning process giving information caused students need try to observe, ask, associate, and communicate. Learning process is developed want to patient teacher in teaching students so they become know, capable

and want to study. Apply their skill in school area and environs. In addition to more hours of study teacher may assess the process and result of study.⁴

B. Explanation of Research Data

Based on the problem of formula, researcher get the data about how implementation of evaluation on thematic learning instruction at SDI Assalam Malang. In this Research, researcher use observation, interview, and documentation. On this chapter, reseacrhcer provide the data adapt with formula and purpose of research.

The clearly from that main problems, either result of observation, interview or documentation which is conducted by researher, therefore obtainable the result of the research as follows:

1. Teachers' understanding of the evaluation on thematic learning instruction in SDI Assalam Malang

“Sejauh ini karena sudah praktek jadi saya sudah mulai paham kalau dulu masih baru jadi belum tahu karena banyak hal-hal yang berbeda dengan teknik evaluasi sebelumnya atau evaluasi KTSP. Kalau di k13 semua aspek dinilai, kalau di KTSP dinilai hanya kognitif. Kalau di k13 semua aspek di evaluasi..”⁵

⁴ <http://sdislamassalam.blogspot.co.id/p/kurikulum.html>. Di akses pada tanggal 20.09.2015 pukul 10.23.

⁵ *Ibid*, pukul 10.15 WIB

This statement describe that the teacher's understanding about evaluation on thematic learning instruction is valuable and well. She compare with KTSP evaluation last time. She said that all of aspect is evaluated in 2013 curriculum. The other teacher also said about understanding evaluation on learning is :

“...Pemahaman saya tentang evaluasi pembelajaran itu ya bisa dilakukan secara autentik misalkan dengan penilaian tertulis atau bisa juga dengan lisan atau bisa jadi dengan penilaian sikap anak misalkan hari ini mereka jujur atau tidak terus sholatnya baik atau tidak.”⁶

Siti Muslikha said that evaluation learning executed with authentic make some writing assessment and speaking assessment. Also make attitude assessment students about their honest and praying. In authentic assessment the teacher prepare the form some like diligence, carefulness attitudes like a teacher said as follows :

“...Kalau saya sendiri di rumah sudah punya formnya untuk penilaian sikap misalkan hari ini anak-anak ketekunannya bagaimana, ketelitiannya bagaimana, kerajinannya bagaimana. Jadi evaluasinya menyeluruh. K13 ini menyeluruh dan itu memang baik dan yang dibutuhkan seperti itu karena penilaian dari sikap dan pengetahuan akan saling menunjang. Pemahaman saya seperti itu jadi semua aspek dinilai.”⁷

⁶ Hasil wawancara dengan Siti Muslikha, S.Pdi. Selaku Guru Kelas 2 SDI Assalam Malang pada tanggal 27 September 2015 pukul 17.16 WIB.

⁷ Hasil wawancara dengan Adna Arum Ambarwati, S.Pd. selaku Guru Kelas 4 SDI Assalam Malang, pada tanggal 20 Agustus 2015, pukul 10.15 WIB

From the statements above, the researcher can conclude that the teachers' understanding about evaluation on thematic learning instruction is the teachers have good comprehension. They said that every assessment aspect is valued like attitude, knowledge, skill and spiritual. They use authentic assessment that they must give value everyday to the students. They also said that in 2013 curriculum has spread all over in assessment and all of assessment will be improve each other.

2. Thematic learning assessment model in SDI Assalam Malang

Thematic learning assessment model in SDI Assalam Malang according to some informants, assessment model still follow training instruction in the last time. That is authentic assessment. Authentic assessment in the real assessment and must give value on that day

“...Kalau untuk model penilaianya masih ikut pedoman pelatihan yang lalu yaitu penilaian autentik jadi yang benar-benar hari ini juga harus dinilai hari ini. Jadi tidak menunda, misalnya untuk penilaian sikap jika kita menunda jadi muncul pertanyaan kemaren anak-anak bagaimana rasa ingin tahu mereka, akhirnya malah bukan autentik lagi, kalau penilaian autentik harus yang sebenarnya atau “real” dan harus dilakukan pada saat itu juga...”⁸

The teacher must gide authentic assessment. Where the assessment must do at the time and give the value must be holistic. The teacher expressed as follows :

⁸ *Ibid*, pukul 10.15 WIB

“...Jadi memang harusnya menggunakan penilaian autentik, penilaian yang dilakukan pada pembelajaran saat itu juga dan penilaiannya harus dinilai secara menyeluruh...”⁹

If the teacher give value more than two days, so that it is not authentic again. The teacher may not to postpone give the value. The assessment model in SDI Assalam Malang also expressed by teacher of 2nd grade. She said that as follows:

“... Saya menggunakan model penilaian menggunakan tes tulis atau tes sikap juga...”¹⁰

Not only writing assessment that she used but also attitude assessment. In implementation of evaluation on thematic learning instruction also have obstacle. The following statement here are expressed by Adna. She said that :

“...Cuma mungkin kami sebagai guru karena banyak kegiatannya ada 1 atau 2 hari yang belum saya nilai (missing), jadi saya pun juga seperti itu, kadang hari ini belum melakukan penilaian sikap, kalau masih terlambat satu hari kita masih bisa mengingat, tapi kalau sudah 3 hari tentunya sudah tidak autentik lagi...”¹¹

The obstacle in implementation of evaluation on thematic learning instruction is the teachers have many activity in school. The activity obstruct the assessment. She said that assessment which is executed is not maksimal. It has missing one or two days, but if more than two days. It can not be authentic assessment.

⁹ *Ibid*, pukul 10.15 WIB

¹⁰ Siti Muslikha, *Opcit* pukul 17.16 WIB.

¹¹ Adna. *Opcit* pukul 10.15 WIB

From the analyze above. The researcher can conclude that thematic learning assessment model in SDI Assalam Malang is use authentic assessment model. It means that assessment must executed in that day to get the real result of students' learning.

3. The impact generated after implement of evaluation on thematic learning instruction

The impact generated after implement of evaluation on thematic learning instruction at SDI Assalam Malang is the students begin understand about mechanism for evaluation. In this matter it can looked that the students have not a lot of question when do examanation. The teacher said as follows :

“...Setelah saya aplikasikan penilaian autentik itu di tema 1 subtema 2, anak-anak sudah mulai faham bagaimana mekanisme untuk evaluasinya bisa dikatakan agak berkurang pertanyaan-pertanyaan ketika mengerjakan soal seperti bu ini soal apa? bu ini soalnya kok begini? itu sudah tidak ada, karena mereka sudah paham...”¹²

In 2013 curriculum, the subject of learning is not visible. So the examanation has not spesification of the subjects. The students understand to finish the test. As follows the statement that :

“...Evaluasi modelnya seperti ini memang untuk pembelajarannya tidak terlalu terlihat jadi semua nomer 1-8 tidak ada spesifikasi mata

¹² Adna, *Ibid.* Pukul 09.41.

pelajaran, anak-anak sudah mulai paham, jadi mereka mengerjakan soal sudah mulai bisa...”¹³

On the other hand, The difficulty of the student just for unclearly questions. It just asking about standart question as Children. Here are the statement of the teacher as follows :

“...Mungkin pertanyaannya hanya seputar soal mungkin kurang jelas, bu ini suruh nyebutkan berapa?.. hanya seperti itu saja yang standar-standart anak mengerjakan soal tanyanya seperti itu, untuk kesulitan lain sudah mulai berkurang, ya ini masih berproses seperti itu...”¹⁴

Not only that assessment, the other assessment also enforce the students value. In the daily assessment include are spiritual, social, skill and knowladge will be report to the parents. the authentic assessment very useful for help the students bad value. As follows here are the statement :

“...Untuk penilaian ini, penilaian harian termasuk spiritual, sosial, keterampilan dan pengetahuan itu bisa dikatakan mendukung nilai siswa itu kalau kita sudah melakukan pelaporan hasil belajar ke wali murid dan memang itu sangat mendukung seperti yang saya sebutkan sebelumnya saya melakukan penilaian autentik yang tadi itu, kesemua komponen itu saling mendukung satu sama lain...”¹⁵

More over, if the value of knowladge is good but the value of spiritual and social is bad, it can be badness for the values. Contrastly, if the students

¹³ Adna. *Ibid*.Pukul 09.41.

¹⁴ Adna, *Ibid*, Pukul 09.41.

¹⁵ Adna. *Ibid*, Pukul 09.41.

have the bad value in knowledge but their social and skill is good, it can be goodness for the values. The teacher statement as follows :

“...kalau pengetahuannya saja yang baik kalau spiritual sama sosialnya jelek ya itu bisa menurunkan nilai juga, tapi sebaliknya kalau anak pengetahuannya kurang, istilahnya nilai di materinya kurang, dipengetahuannya kurang, tapi kalau di keterampilannya baik, sosial spiritualnya baik itu bisa mengangkat nilai jadi ke semua itu bisa sangat mendukung dan memang harus diaplikasikan seperti itu untuk mewadahi kelebihan semua anak tadi...”¹⁶

From the statement above, researcher conclude that every assessment either knowledge or attitude assessment has important role, that is encourage each other. The purpose is for helping the bad value.

In learning of the end subtheme only have a function to measure student's knowledge once a week. It just for writing exam but the assessment of attitude,social, spiritual and skill is every day. As follows the statement are

“...Kalau untuk penilaian di setiap subtema itu yang kami lakukan hanya untuk mengukur pengetahuan anak saja, ini maksudnya untuk ujian tulis, untuk penilaian sikap sosial spiritual keterampilan itu kami lakukan setiap hari dalam satu bulan dalam satu tema setiap hari kita lakukan...”¹⁷

Evaluation of spiritual when students praying together, if they uncontroled attitude, direcly the teacher must remaind them as evaluation. The statement as follows :

“...jadi mungkin kalau anak misalkan contohnya penilaian spiritual itu berkaitan dengan bagaimana sholatnya anak, bagaimana perilakunya

¹⁶Adna.*Ibid*, Pukul 09.41.

¹⁷Adna. *Ibid*, Pukul 09.41.

dia pada saat berdoa, kalau dia melakukan istilahnya berdoanya tidak tertib, langsung kita evaluasi disitu kita tegur disitu, kita ingatkan hari itu juga...”¹⁸

From the statement above, the researcher conclude that evaluation can perfomed directly by admonish the students to have good attitude and spiritual.

C. Details of Evaluation on Thematic Learning Activity

Evaluation on thematic learning was conducted routine, start from the teacher give question to students in the end of lesson. The question will throw to other students if the answer is wrong. This activity executed after evaluation subtheme to remaind material lessons. As like this picture

Picture 4.2

Evaluation Activity at 4 Grade



¹⁸Adna. *Ibid*, Pukul 09.41.

The picture can described by researcher that learning activity in 4th grade class is success. It shows the result that evaluation can be implemented well. Many students raise their hand to answer teacher's questions. They try give the best answer.

The evaluation activity usually imply in the end subtheme and need once a week to conduct it. To know the result of every subject, teacher must separated each number to every subject. As follows Adna Arum Ambarwati said that :

“...untuk penilaianya jika bisa diselesaikan dalam satu hari. Karena supaya tidak lupa dengan pedoman penilaian dan sebagainya jadi saya selesaikan di sekolah. Ada dua teknik penilaianya yang saya lakukan yang pertama adalah skoring terlebih dahulu pernomer kemudian kita pilih-pilih mana yang termasuk PKN mana termasuk IPA dan sebagainya. jadi kita skoring dahulu permata pelajaran.”¹⁹

The statement also has supported by teacher of 2nd grade about finishing evaluation. As follows that :

“...Saya tergantung ya mbak, saya bisa dibawa pulang kalau kondisi dan situasi di sekolah itu sangat padat gitu jadi dari pada saya tidak bisa menyelesaikan tepat waktu, jadi saya bawa pulang. Tapi kalau misalkan ada waktu yang longgar, bisa saya kerjakan di kantor seketika itu juga...”²⁰

Based on the explanation above, the researcher try to describe that in evaluation at 4th grade in SDI Assalam Malang has two techniques in

¹⁹ Adna. *Ibid* .Pukul 10.15 WIB

²⁰ Siti Muslikha, Opcit. Pukul 17.21WIB.

evaluation, that is small evaluation and the whole evaluation. As well as the interview data is:

“...Kalau saya menyebutnya evaluasi kecil dan evaluasi besar atau evaluasi dan UH. Biasanya melakukan evaluasi itu tiap akhir subtema jadi ada 3 subtema ada tiga kali evaluasi dan satu kali ulangan harian. Kalau satu tema sudah selesai baru kita lakukan UH dan itu memang harus rutin. Setiap selesai subtema satu kita harus melakukan evaluasi agar tahu bagaimana pemahaman anak terhadap materi...”²¹

On the other hand, evaluation activity also has routine schedule. Coordination meeting with other teacher to discussed about learning at every class. Here are the statement of the teacher as follows :

“...Kalau rapat umum secara rutin itu setiap hari sabtu atau mingguan. Jadi setiap hari sabtu ada rapat koordinasi kemudian rapat rutin besar. Cuma mungkin kalau ada beberapa yang memang urgen atau mendesak kita wali kelas biasanya ada rapat tersendiri, jadi sifatnya seperti insidental. Tapi untuk kedepannya insya allah akan direncanakan ada hari khusus untuk rapat wali kelas...”²²

This statement about evaluation routine also powered by other teacher in 2nd grade. She said that :

“...Nah... kan dikelas 2 ini satu subtema itu dilaksanakan satu minggu, jadi kita membuat evaluasinya itu kalau waktu pembelajaran pertama, hari-hari biasa, itu setelah pelajaran. Setelah memberikan materi. Namun untuk evaluasi secara keseluruhan di dalam satu Minggu ya waktu hari jum’at itu. Jadi setiap Minggu pada hari jum’at itu ada evaluasinya. Berarti termasuk mingguan dan harian juga ada...”²³

²¹ Adna. *Opcit.* Pukul 10.15 WIB

²² Adna. *Ibid*, pukul 10.15 WIB

²³ Siti Muslikha. *Opcit.* pukul 17.16 WIB

From the statements above, researcher conclude that the evaluation on learning at SDI Assalam malang has good management in evaluate not only the learning program but also on students' problem.

In the class of SDI Assalam Malang used team teaching concept. Team teaching in SDI wassalam Malang consist of two teachers, they are class of guardian and teaching partner. As follows like the statement:

“...Saya dibantu oleh pendamping saya jadi kan satu kelas ada dua guru, saya wali kelasnya dan satunya sebagai pendamping, biasanya dia sebagai mengevaluasi pembelajaran tematik baik entah sikapnya anak-anak waktu itu atau juga waktu proses penilaian...”²⁴

This statement also powered by Adna Arum ambarwati as teacher of 4th grade. She said that:

“...Tergantung jumlah siswanya. Jika tahun lalu karena jumlah siswanya ada 16 siswa jadi membutuhkan satu guru. Untuk yang tahun ini siswanya berjumlah 26, maka membutuhkan 2 guru karena untuk mempermudah proses pembelajaran dan proses evaluasinya...”²⁵

From the statement above, the researcher conclude that team teaching will make easier in teaching learning, not only East in the process but also easy on evaluate the class

²⁴ Siti Muslikha, *Ibid.* pukul 17.16 WIB

²⁵ Adna. *Opcit.* pukul 10.15 WIB

D. The Result of Observation

1. The result of learning before implementation in observation

Before implementation, the researcher get information data from interview about the result of learning value before implementation in 4th grade, she said that :

“...Sebelum saya mengaplikasikan pedomannya, memang ini kan kurikulum baru jadi anak-anak terkesan agak kaget gitu, evaluasinya langsung dalam sehari harus mengerjakan soal yang materinya dia dapatkan selama seminggu...”²⁶

Based on the interview, the informant get obstacle experience that before she apply the evaluation on thematic learning instruction previously, the students shocked with the evaluation directly in one day.

“...Jadi waktu evaluasi pertama banyak yang tanya soalnya kok begini bu? Soalnya seperti apa, jadi mengalami sedikit kesulitan, maksudnya karena pembelajarannya tematik, dulunya ktsp, nah sekarang mereka masih belum bisa. Bu ini nomor satu ini soal apa? Bu, nomer 2 soal apa? Kok soalnya campur? Kok ga ada matematika sendiri, pkn sendiri jadi mereka mengalami kesulitannya disitu jadi sering banyak tanya...”²⁷

Before implementation, the researcher get the data from observation and documentation. The situation of class exactly the students when they do examanation, they feel difficulty and confused²⁸.

²⁶ Adna. *Ibid*.pukul 10.15 WIB

²⁷ Adna. *ibid*. pukul 10.15 WIB

²⁸ Sumber Dokumentasi dari SDI Assalam Malang Tahun 2014-2015

Picture 4.3
Students' Difficulties



More over, when the researcher observe in the class. The student also cribing others for the task. This case make the techer give warning to the class like this picture.

Picture 4.4
Students' Dishonest



This case is consolidated by the result of interview on 20 august 2015 with Adna Arum Ambarwati as 4th grade teacher. She said that as follows :

“...biasanya waktu kita lakukan UH dulu pernah seperti itu, saya lakukan UH itu hasilnya kurang memuaskan jadi anak-anak kurang terlatih dalam mengerjakan soal. Jadi anak-anak kaget karena soal yang terlalu banyak.”²⁹

Based on that statement, the researcher can describe that teacher has not evaluate routine, the students' value is unsatisfied. They can't give their best answer. The students find the problem that they untrial to answer questions. More over, they also surprised to finish cause of so many questions. As consolidated, here are the tables record which is researcher finding of students value.

Table 4.2
Result Values Before Implementation

No.	STUDENTS' NAME	SUBJECTS				
		CIVICS STUD	IND. STUD	NATUR AL STUD	SOCIAL STUD.	MATH
1.	M. Rasya Ihza A.	73	65	65	70	70
2.	M. Alif Azfahasani	78	65	70	75	80
3.	Ahmad Abdun	81	70	70	80	70

²⁹ Adna. *Opcit.* pukul 10.15 WIB

4.	M. Zaid	75	65	75	70	80
5	M. Zahi D. S.	86	70	70	85	80
6.	Kevin S. N	74	70	70	80	70
7.	Wahyu Fadilah	75	75	65	80	73
8.	Fata Choirul Wahid	80	60	70	75	70
9.	M. Rauf Al-Kayyis	77	70	75	70	80
10	Hanan	70	70	80	80	75

2. The result of learning after implementation in observation

After implementation, the researcher get the data from observation and documentation. The situation of class exactly the students when they do examanation, they more enjoyable, calm and quite.

Picture 4.5

Students' Enjoyable in Examanation



Not only the picture, the researcher also find the others when observation that the students enthusiastic to finish examination. They looks enjoy and calm to finish the test. This situation make the class more conditional.

Pictute 4.6
Students Enthusiastic



In fact, 2013 Curriculum must have evaluate routine activity. Because it can help the students to get good result in their exam. It Better than do evaluate directly without do evaluate routine every day. As follows record of interview.

“....Lebih baik memang kalau k13 kebijakannya harus rutin dan itu memang terbukti ternyata lebih bagus hasilnya jika dilaksanakan evaluasi secara rutin.”³⁰

Everyday in the end of lessons, teachers always evaluate of material, not only that, teachers also have some record value about their attitude, spiritual, skill, etc.

³⁰ Adna. *Ibid*.pukul 10.15 WIB

“....tidak hanya evaluasi tertulis tapi juga evaluasi sikap, jadi ada penilaian sikap, spiritual, keterampilan, pengetahuan dan itu semua harus ada penilaian jadi kami sebagai seorang guru setiap hari melakukan 4 penilaian tadi.”³¹

From the statement above, the researcher also has data about attitude assessment and spiritual assessment which is support the statement, but researcher just take 10 students as sampel. As follows:

Table 4.3
Attitude Assessment

No.	STUDENTS' NAME	ATTITUDE ASSESSMENT					
		RESPO NSIBIL ITY	TOLE RAN	DILI GEN	CAR EFUL	WELL BEHAV	CURI OSIT Y
1.	M. Rasya Ihza A.	4	4	4	3	4	2
2.	M. Alif Azfahasani	4	4	4	3	4	3
3.	Ahmad Abdun	4	4	4	3	4	3
4.	M. Zaid	4	4	4	3	4	4
5	M. Zahi D. S.	4	4	4	3	4	4
6.	Kevin S. N	4	4	4	3	4	3
7.	Wahyu Fadilah	4	4	4	3	4	2
8.	Fata Choirul Wahid	4	4	4	3	4	3

³¹ Adna. *Ibid* pukul 10.15 WIB

9.	M. Rauf Al-Kayyis	4	4	4	3	4	2
10	Hanan	4	4	4	3	4	4

Table 4.4
Spiritual Assessment

No.	STUDENTS' NAME	SPIRITUAL ASSESSMENT		
		IBADAT ON TIME	IBADAT DEVOUTLY	PRAYING DEVOUTLY
1.	M. Rasya Ihza A.	4	4	4
2.	M. Alif Azfahasani	4	4	4
3.	Ahmad Abdun	4	4	4
4.	M. Zaid	4	4	4
5	M. Zahi D. S.	4	4	4
6.	Kevin S. N	4	4	4
7.	Wahyu Fadilah	4	4	4
8.	Fata Choirul Wahid	4	4	4
9.	M. Rauf Al-Kayyis	4	4	4
10	Hanan	4	4	4

Explanation :

4 = Always, if always do based on statement

3 = Often, if often do and sometimes don't based on statement

2 = Sometimes, if sometimes do and often don't based on statement

1 = Never, if never do based on statement³²

The result when evaluation on thematic learning instruction be implemented has good value, teacher satisfied with the result. To make easier in understanding for after implementation. The researcher make a table in knowladge aspect in thematic learning. As follows consolidated with tables :

Table 4.5
Result Values After Implementation

No.	STUDENTS' NAME	SUBJECTS				
		CIVICS STUD	IND. STUD	NATUR AL STUD	SOCIAL STUD.	MATH
1.	M. Rasya Ihza A.	95	70	70	80	90
2.	M. Alif Azfahasan	95	70	78	90	86
3.	Ahmad Abdun	100	90	80	100	100
4.	M. Zaid	100	70	95	90	83
5	M. Zahi D. S.	100	75	100	100	90
6.	Kevin S. N	95	90	70	100	93

³² Sumber Dokumentasi dari SDI Assalam Malang Tahun 2014-2015

7.	Wahyu Fadilah	100	80	80	100	90
8.	Fata Choirul Wahid	100	80	80	100	86
9.	M. Rauf Al-Kayyis	100	75	100	98	90
10	Hanan	70	90	90	100	86

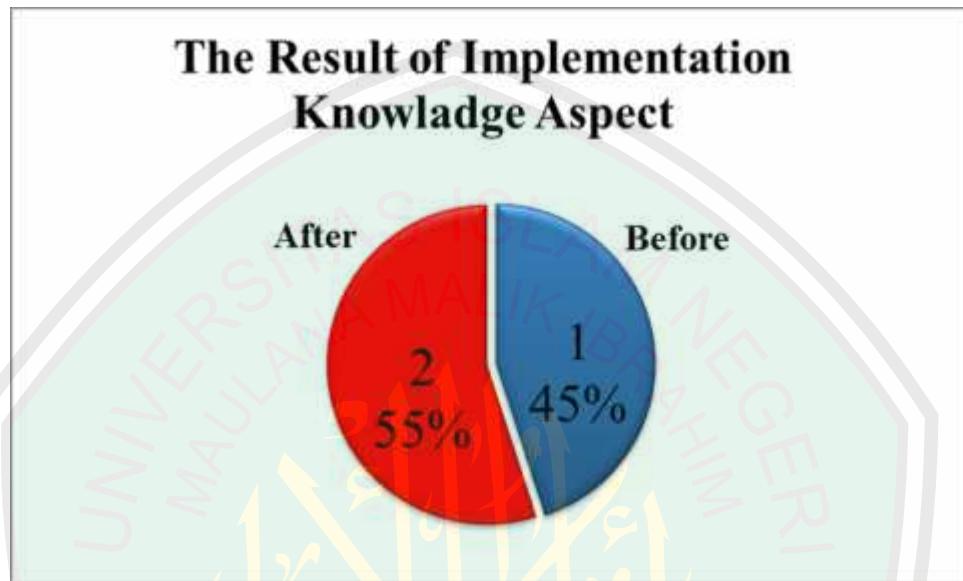
From all data which is got by researcher, so that researcher make comparation between before implementation and after implementation in knowlade aspt. It purpose that the researcher to get some differences . As follows the table:

Table 4.6
Comparation Table Before and After Implementation
of Knowledge Aspect

No.	NAMA	CIVIC		INDONESIA		NATURAL		SOCIAL		MATH	
		Before	After	Before	After	Before	After	Before	After	Before	After
1	M. Rasya Ihza A	73	95	65	70	65	70	70	80	70	90
2	M.Alif Azfahasani	78	95	65	70	70	78	75	90	80	86
3	Ahmad Abdun	81	100	70	90	70	80	80	100	70	100
4	M.Zaid	75	100	65	70	75	95	70	90	80	83
5	M.Zahi D.S	86	100	70	75	70	100	85	100	80	90
6	Kevin S.N	74	95	70	90	70	70	80	100	70	93
7	Wahyu Fadilah	75	100	75	80	65	80	80	100	73	90
8	Fata Choirul Wachid	80	100	60	80	70	80	75	100	70	86
9	M.Rauf Al-Kayyis	75	100	70	75	75	100	70	98	80	90
10	Hanan	70	70	70	90	80	90	80	100	75	86
TOTAL		767	995	680	790	710	843	765	958	748	894
AVERAGE		76,7	99,5	68	79	71	84,3	76,5	95,8	74,8	89,4

After make table comparation, more clearly the researcher make precent chart. That is about the result of implementation knowledge aspect before and after implementation.

Picture 4.7
The Result of Implementation in Precentaga



Explanation ;

1. Blue color chart is the result before implementation of evaluation on thematic learning instruction in knowladge aspect
2. Red color chart is the result after implementation of evaluation on thematic learning instruction in knowladge aspect

CHAPTER V

DISCUSSION

On previous chapter researcher explained data result of the research as long as research hold, so that on the V chapter researcher will discuss the data tersebut adaptable with analyze technique which is chosen by researcher are descriptive qualitative analyze (discussion) with analyze the data which is acquired from interview, observation, and documentation result as long as researcher organize research at SDI Assalam Malang.

The data obtained and explained by researcher will analyzed adaptable with result of the research which is refers to some of problem formula chosen by researcher. Researcher provide the data is the result of interview with Teacher of 2nd grade and Teacher of 4th grade SDI Assalam Malang. Adaptable with formula of the problem and purpose of the research, so that in this discussion researcher will make classification to be three parts, that is as follows :

A. Teachers' understanding of the thematic learning evaluation instruction at SDI Assalam Malang.

In order to do authentic assessment, teacher must understand clearly with the purpose achieved. So that, teacher must know with: *First* Attitude, skill and knowledge will be valued. *Second*. The focus of assessment will be

applied like attitude, skill and knowladge and. *Third* The level of knowladge will be valued like reasoning, memory or process.¹

The researcher can conclude that the teachers' understanding about evaluation on thematic learning instuction is the teachers have good comprehension. They said that every assessment aspect is valued like attitude, knowladge, skill and spiritual. They use authentic assessment that they must give value everyday to the students. They also said that in 2013 curriculum has spread all over in assessment and all of assessment will be improve each other.

Authentic assessment is assessment with reflect the result of study and can use many techniques. They are project assessment or students activity, using portofolio, journal, demonstration, writing report, check list, and guidence of observation.²

The teacher's understanding about evaluation on thematic learning instruction a SDI Assalam Malang is valuable and well. She compare with KTSP evaluation last time. She said that all of aspect is evaluated in 2013 curriculum. evaluation learning executed with authentic make some writing assessment and speaking assessment. Also make atitude assessment students

¹ Abdul Majid, *Pembelajaran Tematik Terpadu*. (Bandung: PT Remaja Rosda Karya 2014). hlm 249.

² *Ibid.* hlm 249

about their honest and praying. In authentic assessment the teacher prepare the form some like diligence, carefulness attitudes.

B. Implementation of evaluation on thematic learning instruction at SDI Assalam Malang.

The teacher get obstacle experience when before implementation that she apply the evaluation on thematic learning instruction previously, the students shocked with the evaluation directly in one day. The situation of class exactly the students when they do examanation, they feel difficulty and confused. The students also cribing others for the task. This case make the techer give warning to the class. teacher has not evaluate routine, the students' value is unsatisfied. They can't give their best answer. They also surprised to finish questions.

To be goodness education quality is not stop until now. The effort is done for adaptation and counterbalancing in world of education and technology with speedy growth. Without incresing the quality and conterbalancing in education world, it will be enter to a blunder. That is the rising situation that education become interruption for society and nation. The

impact for that, there are joblessness and education unproductively and situation in remind and make into students unproductive and uncreative.³

After implementation in SDI Assalam Malang, the situation of class exactly the students when they do examination, they more enjoyable, calm and quite. They also enthusiastic to finish examination. In fact, 2013 Curriculum must have evaluate routine activity. Because it can help the students to get good result in their exam. It better than do evaluate directly without do evaluate routine every day. Everyday in the end of lessons, teachers always evaluate of material, not only that, teachers also have some record value about their attitude, spiritual, skill and knowledge. The result when evaluation on thematic learning instruction be implemented has good value, teacher satisfied with the result.

In the same manner as the purpose of education is develop human with intellectual, spiritual and emotional which is make the human into closer to God and to be social human which has responsibilities. Education must produce the human with the specification as follows: *First*, Good moral individually. *Second*, Monitoring the development of their selves. *Third*,

³ Ainul Marya Rahmani, *Peran Guru Dalam Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) Pada Pembelajaran Matematika SMP Negeri 5 Banguntapan Bantul*. Skripsi. Diakses pada tanggal 17 Juni 2014. Pukul 17.12

Active, responsible, and participate in built society and nation as global society.⁴

The impact generated after implement of evaluation on thematic learning instruction at SDI Assalam Malang is the students begin understand about mechanism for evaluation. In this matter it can looked that the students have not a lot of question when do examanation.

In 2013 curriculum, the subject of learning is not visible. So the examanation has not spesification of the subjects. The students understand to finish the test. On the other hand, The difficulty of the student just for unclearly questions. It just asking about standart question as children. Not only that assessment, the other assessment also enforce the students value. In the daily assessment include are spiritual, social, skill and knowladge will be report to the parents. the authentic assessment very useful for help the students bad value.

In the graduate competence standar in attitude domain at elementary school is students have looked as man of faith, good attitude, confident, and responsible. Not only that, in their daily activity either in environment of

⁴ <http://tujuan-filsafat-pendidikan-islam-dan-kesimpulannya.htm>. diakses pada tanggal 11 Februari 2012. Pukul 17.40 WIB

house, school and playing area, students must have good interaction effectively with social and natural environment.⁵

Every assessment either knowledge or attitude assessment has important role, that is encourage each other. The purpose is for helping the bad value. In learning of the end subtheme only have a function to measure student's knowledge once a week. It just for writing exam but the assessment of attitude, social, spiritual and skill is every day. Evaluation of spiritual when students praying together, if they uncontrololed attitude, direclly the teacher must remaind them as evaluation.

C. The result of implementation of evaluation on thematic learning instruction at SDI Assalam Malang.

As we know that the purpose of evaluation is to know about the result of the learning. Result of evaluation describe improving, fault and difficulties of students. For decide the kind and level of students difficulties and it's causing known by the result of study. Based on that data then make analyze kind of difficulties which is students' feeling. After that, the teacher find the alternative overcame the difficulties.⁶

From many efforts which is done by teachers. They are teacher of 2nd grade and teacher of 4th grade. Three are the changes had been around by

⁵ *Bahan Uji Publik Kurikulum 2013*.hlm 33. Diakses pad a tanggal 29 Maret 2013.pukul 21.55

⁶ Oemar Hamalik, *Kurikulum dan Pembelajaran*. (Jakarta: Bumi Aksara 2007). hlm 159

students start from attitude, spiritual, social and knowladge assessment. On the knowlagde aspect at the first is not imply the evaluation instruction well. It's mean that on the last time of learning is not give evaluation on question. Then on one week period on subtheme evaluation, the students get low value. After that, they given the task evaluation to mengerjakan on every last time learning. So that, the result of students' value is more satisfy and get good value.

The difference showed by percentage value globality. Three are before implementation students get value with the percentage result 45% and after implementation students get value with the percentage result 55%. Based on result percentage dinding expression in after implementation at the 4th grade, students' result on knowladge aspect is increase 10%. While in the other aspect as attitude, spiritual and social assessment conducted on evary day. For reporting on students' book report is writing narratively. On the other hand, evaluation directly also conducted with admonish the students if they do some faults.

CHAPTER VI

CLOSSING

On the last of this discussion, researcher take some conclusions which is taken based on result of analyze, suited by the purpose of discussio in writing this thesis about Implementation of evaluation on thematic learning instruction at SDI Assalam Malang. Researher also give suggestions may still relevan and need, with the hope can be Rais to the thought for education world specially islamic elementary teacher education.

A. Conclusion

From the result of research which is conducted by researcher about Implementation of evaluation on thematic learning instruction, can get the conclusion as follows:

1. The teachers' understanding about evaluation on thematic learning instuction is the teachers have good comprehension. They said that every assessment aspect is valued like attitude, knowladge, skill and spiritual. They use authentic assessment that they must give value everyday to the students. They also said that in 2013 curriculum has spread all over in assessment and all of assessment will be improve each other.
2. Thematic learning assessment model in SDI Assalam Malang is use authentic assessment model. It means that assessment must executed in that day to get the real result of students' learning. Assessment model still follow training

instruction in the last time. That is authentic assessment. Authentic assessment in the real assessment and must give value on that day. The teacher must give authentic assessment. Where the assessment must do at the time and give the value must be holistic. If the teacher give value more than two days, so that it is not authentic again. The teacher may not to postpone give the value. Not only writing assessment that she used but also attitude assessment. In implementation of evaluation on thematic learning instruction also have obstacle.

3. The difference showed by percentage value globality. Three are before implementation students get value with the percentage result 45% and after implementation students get value with the percentage result 55%. Based on result percentage dinding expression in after implementation at the 4th grade, students' result on knowladge aspect is increase 10%. While in the other aspect as attitude, spiritual and social assessment conducted on evary day. For reporting on students' book report is writing narratively. On the other hand, evaluation directly also conducted with admonish the students if they do some faults.

B. Suggestion

The changes of era which is rapid brought the big change toward life specially in education sector. Teacher must ready to face every changes in curriculum. To perceive this situation, Seed evaluation on every learning for get the purpose of Education, that is create intelligent of social life. So that, from the result of research which is conducted by researcher about Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang, the writer can give the suggestion which is can help as input for institution. The suggestion are follows :

1. In perceive the result of students learning with the purpose for raise the good value in every aspect like attitude, social, spiritual and knowledge aspect, one should the school often do evaluation together with the certain purpose tomorrow must be better than today for the result. Then the teacher make balancing between attitude, social, spiritual especially skill with knowledge aspect. So that the school can create The perfect generation and students ready to face the changes of era.
2. Teacher's understanding about implementation on thematic learning was good. In this case, the school must defend quality of teacher in teaching and learning. cause it can the impact on process and output in leaning on students. Need for training of teacher competence, it can conducted in meeting together,

comparing study to other school, this momen must do to keep the quality either teacher or student.

3. Even so the effort in evaluation on thematic learning activity is implied, then it can give the positif change toward the result of students learning. The school or teacher must do evaluation activities routine. Either evaluation with other teacher or evaluation evaluasi with head master. Include in dicipline and persevering of teacher must keep for the purpose is the result of the study always performance well.

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Wawancara Adna Arum Ambarwati, S.Pd. selaku Guru Kelas 4 SDI Assalam Malang.

Wawancara Siti Muslikha, S.PdI. Selaku Guru Kelas 2 SDI Assalam Malang.

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Appendix 1.17

THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG
TARBIYAH AND TEACHING SCIENCES FACULTY

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EVIDENCE CONSULTATION

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 Advisor : Dr. H. Nur Ali, M.Pd.
 Title of Skripsi : The Implementation of Evaluation on Thematic Learning Instruction at SDI Assalam Malang

No.	Date of Consultation	Consultation Material	Signature
1	April, 14 2015	Proposal Consultation	
2	June, 05 2015	Proposal Consultation	
3	June, 20 2015	Proposal Consultation	
4	September, 18 2015	Chapter I	
5	October, 02 2015	Chapter I, II, III	
6	October, 15 2015	Chapter IV	
7	November, 02 2015	All Chapter	
8	November, 02 2015	All Chapter	

Acknowledge by.

Dean

Dr. H.Nur Ali, M.Pd.

NIP.196504031998031002

Appendix 1.1

DATA OF TEACHER AND STAFF

SD ISLAM AS SALAM MALANG

NO	Name/Title	M/ F	POSITION	Address
1	Drs. M Arief Khusaini, M.Kpd	M	Head Master	Griya Modern Estate (GME)B-No 18 Oro-or Ombo , Batu, malang
2	Fauziah Rachmawati,S.Pd	F	Teacher of 5th class	Bendungan Sutami Street VII/2 Malang
3	Susy Wijayanti, S.Psi	F	Teachers' assistant of 2nd class	Margobasuki Street, Ulil Abshar No 55, Jetis Mulyoagung, Dau, Malang
5	Ruli Hartati, S.PdI	F	Teacher of 1Ath class	Semanding Street Gg Mangga No 5. Sumbersekar, Dau, Malang
6	Adna Arum Ambarwati, S.Pd	F	Teacher of 4th class	Villa Bukit Tidar A1/265 Merjosari, Malang
7	Ervin Faticatus Sholichah, S.Pd	F	Teachers' assistant of 1B class	M Panjaitan Street XIII No 40, Malang
10	Enis Riswandari,S.Pd	F	Teacher of 6th class	Joyo Raharjo Street RT 07 RW 02 Malang
			Administrative	Bendungan Sempor

11	Yoshi Indriani,S.P	F	treasure	Street No.21 Malang
14	Sriningsih, S.Pd	F	Teacher of 2B th class	Dukuh Bendaran RT 02 RW 02 Malang
15	Siti Muslikha, S.Pd	F	Teacher of 2A th class	Sumbersari
16	Nurul Arifah, S.Pd	F	Curriculum, Teachers' assistant of 2B class	Kakatua Utara 21 Rt/Rw 14/8 Sukun
18	Fika Purnamasari,S.Pd	F	Teacher of 1B th class	Raya Donomulyo 147 Rt/Rw 4/4 Donomulyo
19	Nur Ngaini,S.Si	F	Teacher of 3A th class	Dusun Slorok Rt/Rw 5/2 Trenggalek
24	M.Hendrik	M	English teacher	Gandaria 33 Malang
25	Alivia Dimas Agustin	F	Library Administrator	Bendungan Nawangan 15B
26	Fajar Khusnul Hakim,S.Or	M	Sport Teacher	Wisnuwardhana 266
27	Rochmad Hartanto,S.Pd	M	Local Dialect Teacher	Sarangan Street Ngerong Kab.Magetan
28	Aflika Fatoni,A.ma	M	Islamic religion Teacher	Puter dalam selatan no.64 Kec.Sukun Malang

²⁹	Umi Kulsum,S.Ag	F	Islamic Religion Teacher	LA.Sucipto No 144
³⁰	Siti Maisaroh,S.Ud	F	Arabic Language Teacher	Istana Borobudur Agung EI/2 Malang
³¹	Agusnaini,Saifullah,S.PdI	M	Islamic Education Teacher	Kepuh Street No.1 /215 malang
³²	Robbi Theo Aziz,S.PdI	F	Teacher of 3B th class	soekarno Hatta No.52
³³	Nur Salim Alfan,S.PdI	M	Teacher of 4B th class	Joyo Grand A-14
³⁴	Anis Purmawati,SAB 27 August 1982	F	Teachers' assistant of 1A class	Plumbungan Sukodono Sidoarjo rt 2 rw 4
³⁸	Tri Wulan Cahyani,S.Pd	F	Sport Teacher	

Appendix 1.2

DATA OF STUDENT'S NAME 4 GRADE

SD ISLAM AS SALAM PERIOD OF 2015-2016

CLASS OF 4A

NO	NAMA		
1	Achmad Zaidan F.		
2	Ahmad Fakhrudin Ar Rozi		
3	Daffa Rajaza Putra Fauzi		
4	Faiq Nasrullah Ahmad		
5	Fariza Zarkasya Wibowo (Zaza)		
6	Fata Choirul Wahid		
7	Kevin Satria Nugraha		
8	Muhammad Azfan R.		
9	Muhammad Hanan		
10	Muhammad Zaid A.		
11	M. Rauf Al Kayyis		
12	Ahmad Muhajir Abdun		
13	M. Amin Cahyono		
14	Daffa Taqiyuddin Salmaniza		
15	Fikri Abdullah		
16	Muhammad Alif Azfa H.		
17	Muhammad Fahmi Z.		
18	Muhammad Ukasyah		
19	Muhammad Zahi Dicky S.		
20	Nafiz Rahmadika D.		
21	Setyaji Ahmad Abdillah		
22	Wahyu Fadhilah Ramadhan		
23	M.rasya ihza archysan putra		
24	Muhammad alfatih lidinillah		
25	Sultan Rasyid Pasha		
26	Salsabil Zaki Taqiyudin		

CLASS OF 4B

NO	NAMA
1	Adzra Nabila Nur Aufa
2	Alya Rafina Putri Widodo
3	Nabilla Clarissa Jasmine
4	Naura Rahmadani P. (Nasya)
5	Nazilla Qoriol (lala)
6	Ratu Myari Fauzia
7	Salwa Ayu Az Zahra
8	Azka Sakyna
9	Naila Syawlani Arifa
10	Naura Zulfa Sabrina
11	Sausan Keumala Rasyidah
12	Zahidaturofi'ah Amatullah
13	Zhalwa Alya Monica
14	Ken Azizah Hurun'in

Appendix 1.3

INTERVIEW GIUDANCE 1

Pertanyaan :

1. Di kelas berapa anda mengajar?
2. Apakah siswa kelas 4 menerapkan pembelajaran tematik kurikulum 2013?
3. Ada berapa guru dalam kelas? Adakah perbedaan dengan jumlah guru yang mengajar pada tahun lalu dan tahun sekarang?
4. Siapa saja yang akan mengevaluasi pembelajaran tematik tersebut, apakah kepala sekolah juga ikut mengevaluasi secara keseluruhan?
5. Untuk melaksanakan evaluasi, dimana anda akan melaksanakan evaluasi pembelajaran tersebut, apakah bisa sampai membawa tugas evaluasi itu dirumah atau hanya di kantor saja?
6. Apakah kepala sekolah juga ikut serta dalam mengevaluasi pembelajaran secara keseluruhan?
7. Apakah pelaksanaan evaluasi tersebut menjadi agenda rutin bagi anda?
8. Menurut anda, mengapa harus diadakan evaluasi pembelajaran tematik tersebut?
9. Apakah anda sudah pernah mengikuti pelatihan pembelajaran tematik sebelumnya?
10. Bagaimana pemahaman anda terhadap pedoman evaluasi pembelajaran tematik?
11. Bagaimana model penilaian pembelajaran tematik yang anda gunakan?
12. Apakah anda sudah mengimplementasikan pedoman evaluasi pembelajaran tematik secara keseluruhan?
13. Menurut pendapat anda, bagaimana kondisi kelas sebelum di implementasikan pedoman evaluasi pembelajaran tematik?

Appendix 1.4**INTERVIEW GUIDANCE
(BEFORE IMPLEMENTATION)**

1. Sebelum anda mengimplementasikan pedoman evaluasi pembelajaran tematik (penilaian autentik) bagaimana kondisi siswa saat mengerjakan soal?
2. Jika tidak didukung penilaian harian (penilaian sikap, keterampilan, pengetahuan dan spiritual), bagaimana nilai yang didapatkan oleh siswa?
3. Kesulitan apa yang anda alami ketika nilai siswa tidak sesuai dengan harapan atau tidak memenuhi standar penilaian?



Appendix 1.5**INTERVIEW GUIDANCE 3
(AFTER IMPLEMENTATION)**

1. Bagaimana kondisi siswa setelah anda mengimplementasikan pedoman evaluasi pembelajaran tematik (penilaian autentic)
2. Kemudian ketika apabila sudah didukung dengan penilaian harian atau penilaian autentik apakah penilaian tersebut dapat mendukung nilai siswa?
3. Kemudian diantara penilaian harian atau penilaian sikap dan penilaian ujian setiap subtemanya apakah kedua penilaian itu harus diakumulasikan menjadi satu nilai dan jika iya, terus kemudian bagaimana cara anda mengakumulasikan kedua nilai tersebut?
4. Apa yang anda harapkan kepada siswa dalam kegiatan belajar mengajar itu setelah mengimplementasikan pedoman dengan baik itu apa harapan anda?
5. Pada setiap akhir pembelajaran setiap harinya itu apakah siswa diberi pertanyaan evaluasi mengenai materi yang sudah mereka dapat?

Appendix 1.6**INTERVIEW GUIDANCE****TEACHER OF 2 GRADE**

1. Apakah di kelas 2 sudah menerapkan pembelajaran tematik kurikulum 2013?
2. Jika sudah, ketika di kelas, siapa saja yang akan mengevaluasi pembelajaran tersebut, apakah anda itu dibantu oleh beberapa guru atau bagaimana?
3. Untuk melaksanakan evaluasi, apakah evaluasi tersebut atau sedang menilai, mengoreksi hasil nilai anak itu bagaimana?
4. Apakah anda juga melakukan evaluasi rutinan? Kapan evaluasi pembelajaran tematik itu dilaksanakan?
5. Apakah pelaksanaan evaluasi tersebut itu menjadi agenda rutin jadi tidak pernah tidak melaksanakan evaluasi?
6. Bagaimana menurut anda, mengapa harus diadakan evaluasi pembelajaran tematik?
7. Bagaimana pemahaman anda terhadap pemahaman evaluasi pembelajaran tematik?
8. Model penilaian yang seperti apa yang anda gunakan di kelas 2?

Saya menggunakan model penilaian menggunakan tes tulis atau tes sikap juga.

9. Apakah anda sudah mengimplementasikan pedoman evaluasi pembelajaran tematik itu secara keseluruhan?
10. Bagaimana harapan anda ketika ada anak yang tidak memenuhi standar penilaian pada saat ujian?
11. Jadi apakah nilai ujian tidak memenuhi juga dilakukan remedial?
12. Apa yang anda harapkan ketika kepada anak didik anda ketika anda ini sudah setiap harinya mengimplementasi pedoman evaluasi tersebut?

Appendix 1.7

INTERVIEW RESULT

PRE-RESEARCH

Narasumber : Adna Arum Ambarwati S.Pd.

Wali Kelas : 4

Tgl. Wawancara : Kamis, 20 Agustus 2015

Pukul : 10.15 WIB

1. Saya mengajar di kelas 4
2. Sudah, saya sudah 2 tahun di kelas 4. Kebetulan yang tahun pertama baru penerapan kurikulum 2013 di kelas 4 dan tahun ini juga sama.
3. Tergantung jumlah siswanya. Jika tahun lalu karena jumlah siswanya ada 16 siswa jadi membutuhkan satu guru. Untuk yang tahun ini siswanya berjumlah 26, maka membutuhkan 2 guru karena untuk mempermudah proses pembelajaran dan proses evaluasinya.
4. Kalau untuk penilaianya jika bisa diselesaikan dalam satu hari. Karena supaya tidak lupa dengan pedoman penilaian dan sebagainya jadi saya selesaikan di sekolah. Ada dua teknik penilaianya yang saya lakukan yang pertama adalah scoring terlebih dahulu pernomer kemudian kita pilih-pilih mana yang termasuk PKN mana termasuk IPA dan sebagainya. jadi kita scoring dahulu permata pelajaran. Jika dulu waktu ngajar dikelas 4 yang lama karena siswanya sedikit jadi tidak sampai membawa pulang ke rumah, jadi di sekolah sudah selesai. Kalau yang sekarang ini pengalaman evaluasi yang pertama evaluasi subtema satu sampai saya bawa pulang karena siswanya banyak. Dibagi tugas dengan guru yang mengajar sekelas dengan saya, jadi ada yang scoring dan ada yang membagi-bagi menjadi beberapa mata pelajaran.
5. Untuk teknik evaluasi dari kurikulum 2013 ini sebenarnya dilakukan satu tema itu ada 4 kali evaluasi. Kalau saya menyebutnya evaluasi kecil dan evaluasi besar atau evaluasi dan UH. Biasanya melakukan evaluasi itu tiap akhir subtema jadi ada 3 subtema ada tiga kali evaluasi dan satu kali ulangan harian. Kalau satu tema sudah selesai baru kita lakukan UH dan itu memang

harus rutin. Setiap selesai subtema satu kita harus melakukan evaluasi agar tahu bagaimana pemahaman anak terhadap materi. kalau tidak di evaluasi di subtema biasanya waktu kita lakukan UH dulu pernah seperti itu, saya lakukan UH itu hasilnya kurang memuaskan jadi anak-anak kurang terlatih dalam mengerjakan soal. Jadi anak-anak kaget karena soal yang terlalu banyak. Lebih baik memang kalau k13 kebijakannya harus rutin dan itu memang terbukti ternyata lebih bagus hasilnya jika dilaksanakan evaluasi secara rutin. Karena kalau langsung evaluasi satu tema bagi anak-anak kaget dan hasilnya jelek kurang memuaskan.

6. Kalau di kelas sepenuhnya diserahkan kepada kami sebagai wali kelas. Tapi ada beberapa kali pertemuan yang memang untuk membahas keseluruhan pembelajaran. Jadi evaluasinya bagaimana, prosesnya bagaimana kemudian kendala yang dihadapi seperti apa. Tidak spesifik hanya ke evaluasi saja tapi semua aspek dilihat tapi untuk evaluasi pembelajaran sepenuhnya diserahkan kepada wali kelas.
7. Kalau rapat umum secara rutin itu setiap hari sabtu atau mingguan. Jadi setiap hari sabtu ada rapat koordinasi kemudian rapat rutin besar. Cuma mungkin kalau ada beberapa yang memang urgen atau mendesak kita wali kelas biasanya ada rapat tersendiri, jadi sifatnya seperti insidental. Tapi untuk kedepannya insya allah akan direncanakan ada hari khusus untuk rapat wali kelas. Tapi sebelum laporan ke kepala sekolah biasanya kami tiap jenjang itu sudah memiliki koordinator sendiri. Koordinator jenjang mengumpulkan guru-guru perjenjang dari kelas 1 sampai kelas 6 menceritakan kendala yang dialami kemudian mencari solusi secara bersama. Ada satu hari di mana kita harus rapat koordinasi perkelas kemudian baru diadakan rapat umum atau rapat besar yang diwakili para koordinator jenjang bersama kepala sekolah.
8. Kalau evaluasi itu penting jika misalkan kita memiliki suatu acara, kalau tidak melakukan evaluasi kita tidak akan tahu acara ini apa saja manfaatnya dan apa saja kekurangannya. Sama seperti itu pembelajaran juga harus dievaluasi secara rutin bahkan kalau menurut aturan pendidikan evaluasi harus dilakukan per hari. Karena setiap hari itu materinya sudah berbeda, istilahnya evaluasi itu untuk mengetahui sejauh mana anak-anak memahami materi pada hari itu jadi evaluasi itu sangat penting untuk melihat anak-anak sudah mampu atau belum, jika ada yang belum mampu pada anak-anak akan ditanyai bagian yang mana yang belum dipahami. Untuk materi ini sampai sejauh mana anak-anak bisa mengembangkan sejauh mana kemampuan yang dimiliki. Jadi harus dievaluasi untuk mengetahui dari kekurangan untuk menutupi hal yang lebih baik.

9. Kalau untuk pelatihan pembelajaran tematik Alhamdulillah sudah pada bulan September tahun lalu, itu sudah tercantum semua dari awal pembuatan RPP, promes, prota, pembelajaran sampai pada evaluasinya.
10. Sejauh ini karena sudah praktek jadi saya sudah mulai paham kalau dulu masih baru jadi belum tahu karena banyak hal-hal yang berbeda dengan teknik evaluasi sebelumnya atau evaluasi KTSP. Kalau di k13 semua aspek dinilai, kalau di KTSP dinilai hanya kognitif. Kalau di k13 semua aspek di evaluasi, tidak hanya evaluasi tertulis tapi juga evaluasi sikap, jadi ada penilaian sikap, spiritual, keterampilan, pengetahuan dan itu semua harus ada penilaian jadi kami sebagai seorang guru setiap hari melakukan 4 penilaian tadi. Kalau saya sendiri di rumah sudah punya formnya untuk penilaian sikap misalkan hari ini anak-anak ketekunannya bagaimana, ketelitiannya bagaimana, kerajinannya bagaimana. Jadi evaluasinya menyeluruh. K13 ini menyeluruh dan itu memang baik dan yang dibutuhkan seperti itu karena penilaian dari sikap dan pengetahuan akan saling menunjang. Pemahaman saya seperti itu jadi semua aspek dinilai.
11. Kalau untuk model penilaianya masih ikut pedoman pelatihannya yang lalu yaitu penilaian autentik jadi yang benar-benar hari ini juga harus dinilai hari ini. Jadi tidak menunda, misalnya untuk penilaian sikap jika kita menunda jadi muncul pertanyaan kemaren anak-anak bagaimana rasa ingin tahu, akhirnya malah bukan autentik lagi, kalau penilaian autentik harus yang sebenarnya atau “real” dan harus dilakukan pada saat itu juga. Cuma mungkin kami sebagai guru karena banyak kegiatannya ada 1 atau 2 hari yang belum saya nilai (missing), jadi saya pun juga seperti itu, kadang hari ini belum melakukan penilaian sikap, kalau masih terlambat satu hari kita masih bisa mengingat, tapi kalau sudah 3 hari tentunya sudah tidak autentik lagi. Jadi memang harusnya menggunakan penilaian autentik, penilaian yang dilakukan pada pembelajaran saat itu juga dan penilaianya harus dinilai secara menyeluruh.
12. Mungkin perbandingannya dengan KTSP, sebenarnya tidak terlalu berbeda secara signifikan. Cuma untuk evaluasi sekarang karena semua dinilai jadi anak-anak walaupun tidak menonjol dipengetahuan tapi dia sikapnya bagus akan mengangkat penilaian, kalau di KTSP dulu penilaian sikap tidak begitu pengaruh jadi yang berpengaruh hanya nilai tulis saja. Jadi kalau nilai jelek ya sudah, jadi seperti tidak ada yang menunjang. Walaupun itu cuma sekedar pertimbangan tapi tidak sebanyak yang ada di k13.

Appendix 1.8

INTERVIEW RESULT

(BEFORE IMPLEMENTATION)

Narasumber : Adna Arum Ambarwati S.Pd.

Wali Kelas : 4

Tgl. Wawancara : Senin, 21 September 2015

Pukul : 09.30 WIB

1. Sebelum saya mengaplikasikan pedomannya, memang ini kan kurikulum baru jadi anak-anak terkesan agak kaget gitu, evaluasinya langsung dalam sehari harus mengerjakan soal yang materinya dia dapatkan selama seminggu. Jadi waktu evaluasi pertama banyak yang tanya soalnya kok begini bu? Soalnya seperti apa, jadi mengalami sedikit kesulitan, maksudnya karena pembelajarannya tematik, dulunya ktsp, nah sekarang mereka masih belum bisa. Bu ini nomor satu ini soal apa? Bu, nomer 2 soal apa? Kok soalnya campur? Kok ga ada matematika sendiri, pkn sendiri jadi mereka mengalami kesulitannya disitu jadi sering banyak tanya.
2. Dalam k13, memang semua nilai itu harus didasarkan pada banyak aspek ya mbak, aspek spiritual, sosial, kemudian keterampilan, pengetahuan, jadi kalau tidak diaplikasikan seperti itu yang ada hanya nilai pengetahuan saja seperti dikurikulum ktsp. Jadi tidak ada pembedanya dengan kurikulum ktsp yang lalu, untuk penilaian spiritual kemudian sosial seperti itu mendukung sekali, jadi kalau misalkan anak kalau ktsp yang dulu, nilai hanya terpaku pada nilai pengetahuan jadi keseluruhan sikap kemudian keseluruhan keterampilan itu hanya menyumbang sebagian kecil saja untuk penghitungan penilaian untuk kenaikan kelas ini maksudnya, jadi untuk k13 ini sangat membantu karena walaupun nilainya kecil kalau sosialnya bagus spiritualnya bagus, bisa menambah, jadi secara signifikan itu bisa membantu atau mendukung nilainya anak-anak jadi nilainya gak terlalu jeblok banget gitu, tapi disisi lain, kalau ada anak yang nilai pengetahuannya lebih, katakanlah bisa dapat nilai 90 atau 100 kalau nilai spiritual dan sosialnya tidak mendukung, ada kemungkinan untuk tidak naik kelas. Jadi semua komponennya ini berkaitan satu dengan yang lain untuk k13. Jadi kalau menurut saya memang seharusnya seperti itu, tidak hanya pengetahuan saja yang ditonjolkan. Karena anak juga mempunyai kelebihan dibidang lain selain dipengetahuannya mungkin di keterampilan dia baik, disosialnya dia baik walaupun dipengetahuannya

kurang. Satu sama lain ini sangat mendukung. Memang lebih baik seperti itu, mendukung sekali.

3. Kesulitannya kalau tidak memenuhi standar penilaian, otomatis kita harus memahamkan materi lagi kepada siswa, kita cari dulu masalahnya apa sehingga siswa itu tidak bisa mencapai standar kan pasti ada alasannya entah dia kurang memahami materi atau materinya terlalu susah, mungkin kesulitan ini bisa berimbang nantinya untuk pelaporan akhir, kalau ada satu saja nilai siswa yang tidak tuntas katakanlah seperti itu. itu mempengaruhi nilai rata-rata kelas. Jadi kalau bisa memang semua nilai itu dituntaskan di awal kalau ada anak yang mengalami kesulitan di pembelajaran kemudian berimbang kepada dia tidak bisa mencapai standar penilaian kita harus segera melakukan perbaikan. Perbaikan itu bisa lewat remidi, bisa untuk menganalisis lagi keseluruhan anak-anak gimana kemudian kita minta lagi untuk mengerjakan soal katakanlah seperti itu sampai anak ini bisa mencapai standar penilaian yang ditetapkan, Cuma kesulitannya itu tadi mungkin dari menyiapkan soal remidi kemudian harus bener-benar mengontrol ini anak sudah paham atau belum kadang ada yang satu kali remidi sudah tuntas nilainya sudah bisa mencapai batas maksimal tapi ada lagi yang 2 kali 3 kali belum tuntas sampai dibawa pulang, maksudnya sampai dibantu dirumah dikerjakan dirumah, masih ada aja yang belum bisa, Cuma untuk kelas 4 ini saya masih belum mengalami hal yang seperti itu. Sementara ini satu kali remidi anak-anak sudah tuntas jadi biasanya kalau setelah ulangan. Dilihat nilainya mana yang belum mencapai kkm atau standar nilai yang sudah ditetapkan itu kita melakukan remidi dan anak-anak sudah bisa mencapai standartnya itu

Appendix 1.9

INTERVIEW RESULT

(AFTER IMPLEMENTATION)

Narasumber : Adna Arum Ambarwati S.Pd.

Wali Kelas : 4

Tgl. Wawancara : Senin, 21 September 2015

Pukul : 09.41 WIB

1. Setelah saya aplikasikan penilaian autentik itu di tema 1 subtema 2, anak-anak sudah mulai faham bagaimana mekanisme untuk evaluasinya bisa dikatakan **agak berkurang pertanyaan-pertanyaan** ketika mengerjakan soal seperti bu ini soal apa, bu ini soalnya kok begini itu sudah tidak ada, karena mereka sudah paham. Evaluasi modelnya seperti ini memang untuk pembelajarannya tidak terlalu terlihat jadi semua nomer 1-8 tidak ada spesifikasi mata pelajaran, anak-anak sudah mulai paham, jadi mereka mengerjakan soal sudah mulai bisa. Mungkin pertanyaannya hanya seputar soal mungkin kurang jelas, bu ini suruh nyebutkan berapa?.. hanya seperti itu saja yang standar-standart anak mengerjakan soal tanyanya seperti itu, untuk kesulitan lain sudah mulai berkurang, ya ini masih berproses seperti itu.
2. Untuk penilaian ini, **penilaian harian termasuk spiritual, sosial, keterampilan dan pengetahuan itu bisa dikatakan mendukung nilai siswa itu kalau itu sudah melakukan pelaporan hasil belajar ke wali murid dan memang itu sangat mendukung seperti yang saya sebutkan** sebelum saya melakukan penilaian autentik yang tadi itu, kesemua komponen itu saling mendukung satu sama lain jadi ada yang bisa menguatkan ada yang bisa menurunkan, jadi kalau ada anak yang nilai pengetahuannya bagus kalau nilai sosial spiritualnya jelek itu bisa turun juga karena semuanya dipertimbangkan jadi sosialnya seperti apa, spiritualnya seperti apa, keterampilannya seperti apa, pengetahuannya seperti apa kalau pengetahuannya saja yang baik kalau spiritual sama sosialnya jelek ya itu bisa menurunkan nilai juga, tapi sebaiknya kalau anak pengetahuannya kurang, istilahnya nilai di materinya kurang, dipengetahuannya kurang, tapi kalau di keterampilannya baik, sosial spiritualnya baik itu bisa mengangkat nilai jadi ke semua itu bisa sangat mendukung dan memang harus diaplikasikan seperti itu untuk mewadahi kelebihan semua anak tadi, mungkin dia pengetahuannya kurang tapi keterampilannya lebih tapi bisa ngangkat nilai disitu, di sisi keterampilannya.

3. Kalau untuk penilaian di setiap subtema itu yang kami lakukan hanya untuk mengukur pengetahuan anak saja, ini maksudnya untuk ujian tulis, untuk penilaian sikap sosial spiritual keterampilan itu kami lakukan setiap hari dalam satu bulan dalam satu tema setiap hari kita lakukan tidak ada evaluasi khusus jadi mungkin kalau anak misalkan contohnya penilaian spiritual itu berkaitan dengan bagaimana sholatnya anak, bagaimana perilakunya dia pada saat berdoa, kalau dia melakukan istilahnya berdoanya tidak tertib, langsung kita evaluasi disitu kita tegur disitu, kita ingatkan hari itu juga, jadi tidak ada evaluasi khusus untuk mengukur ini anak penilaian spiritual sama sosialnya di minggu ini harus segini atau ini harus punya standar sendiri seperti ini itu tidak ada, jadi kita lakukan kontinyu selama satu tema itu kalau kita nilai setiap hari itu untuk penilaian sikap, untuk penilaian pengetahuannya kita lakukan setiap subtema untuk mengukur pemahaman materi anak. Kalau untuk diakumulasikan itu tidak kami gabung. Penilaian pengetahuan tetap sendiri, penilaian sikap sendiri, keterampilan sendiri jadi untuk pelaporan akhir, pelaporan rapor sudah ada kolomnya sendiri penilaian pengetahuan khusus sendiri, pengetahuan pkn, bahasa Indonesia, ipa, ips dan sebagainya untuk penilaian keterampilan sendiri ada kolomnya sendiri, penilaian sikap ada sendiri kolomnya, yang saya katakan tadi saling mendukung itu kalau di salah satu penilaian itu anak-anak tidak mencapai target yang ditetapkan itu bisa mempengaruhi dia naik kelas atau tidak misalkan di penilaian sikap yang sudah kita lakukan setiap hari dalam satu tema itu anak dapat nilai yang kurang terus kayak gitu, itu juga mempengaruhi walaupun pengetahuannya bagus ini kan deskripsi untuk pelaporannya itu bentuk deskripsi jadi tidak ada angka kalau di deskripsinya. Jadi penilaian sikap ya, sikap ananda seperti apa, kedisiplinan ananda seperti apa, kemudian kegiatan spiritual yang ananda lakukan setiap hari seperti apa, apa sering tidak sholat apa waktu berdo'a guyon sendiri kayak gitu, jadi ada deskripsinya sendiri dan tidak bisa di gabung dengan pengetahuan memang, ada kolomnya sendiri-sendiri yang kita laporan Cuma ya untuk pengamatannya ya itu tadi mungkin bedanya tidak ada evaluasi khusus di penilaian sikap hanya di penilaian pengetahuan saja atau kerampilan kadang-kadang kami lakukan evaluasi, untuk SBK misalkan, dalam setiap tema tidak tentu ada setiap subtema jadi kadang-kadang disubtema satu tidak ada SBK, di subtema 2 SBKnya numpuk dua kali. Nah kayak gitu jadi kita kondisional aja untuk penilaian keterampilan evaluasinya kondisional tidak terpaut harus satu subtema harus evaluasi keterampilan. Tapi yang pasti kita lakukan untuk evaluasi persubtema dan tema itu adalah penilaian untuk pengetahuan.

4. Harapan kami sebagai guru hampir sama mungkin ya, jadi anak-anak bisa lebih maksimal untuk pembelajarannya untuk hasilnya dalam bidang apapun, dalam pengetahuannya, keterampilannya, nilai spiritual sosialnya semua berkembang dengan baik dan seimbang, maksudnya anak-anak bisa tahu, bisa lebih banyak belajar, lebih banyak bersyukur, lebih banyak mengimplementasikan apa yang dia dapat lewat keterampilan tadi. Bisa secara maksimal bisa secara optimal bisa mengembangkan bakatnya.
5. Selama ini saya jarang melakukan, ini termasuk di umpan balik. Umpan baliknya itu biasanya kalau saya ingat ya saya lakukan kalau tidak ya saya tidak lakukan. Memang idealnya harus dilakukan. Karena di rangkaian akhir pembelajaran itu ada refleksi kesimpulan kemudian umpan balik, nah disitu bisa ditanyakan. Kita sudah belajar apa hari ini? Kemudian bagaimana yang belum dimengerti? Bagian mana yang sudah kamu pahami? Memang penting Cuma saya secara pribadi itu belum secara maksimal melakukan itu, jadi kadang kalau inget ya saya lakukan kalau tidak ya kadang tidak saya lakukan. Cuma ini di setiap akhir pembelajaran pasti ada latihannya, maksudnya untuk jam pertama misalkan jam pertama tadi belajar tentang gaya, nah itu tetep ada latihannya jam ke 2, 3, 4 tematik belajar apa nanti ada latihannya jadi evaluasunya ada disitu dari situ kita bisa melihat anak-anak sudah paham atau belum tentang materinya. Cuma untuk mengulang secara keseluruhan di akhir pembelajaran di akhir hari dalam sehari saya jarang melakukan itu, sudah saya bagi di akhir jam pelajaran tadi dilakukan evaluasi mengerjakan soal tadi.

Appendix 1.10

INTERVIEW RESULT (TEACHER 2 GRADE)

Narasumber : Siti Muslikha S.PdI.
 Wali Kelas : 2
 Tgl. Wawancara : Selasa, 27 September 2015
 Pukul : 17.21 WIB

1. Iya, dikelas saya sudah menerapkan pembelajaran tematik kurikulum 2013.
2. Saya dibantu oleh pendamping saya jadi kan satu kelas ada dua guru, saya wali kelasnya dan satunya sebagai pendamping, biasanya dia sebagai mengevaluasi pembelajaran tematik baik entah sikapnya anak-anak waktu itu atau juga waktu proses penilaian.
3. Saya tergantung ya mbak, saya bisa dibawa pulang kalau kondisi dan situasi di sekolah itu sangat padat gitu jadi dari pada saya tidak bisa menyelesaikan tepat waktu, jadi saya bawa pulang. Tapi kalau misalkan ada waktu yang longgar, bisa saya kerjakan di kantor seketika itu juga.
4. Nah... kan dikelas 2 ini satu subtema itu dilaksanakan satu minggu, jadi kita membuat evaluasinya itu kalau waktu pembelajaran pertama, hari-hari biasa, itu setelah pelajaran. Setelah memberikan materi. Namun untuk evaluasi secara keseluruhan di dalam satu Minggu ya waktu hari jum'at itu. Jadi setiap Minggu pada hari jum'at itu ada evaluasinya. Berarti termasuk mingguan dan harian juga ada.
5. Ya ini menjadi agenda rutin bagi kami soalnya kalau untuk menilai kemampuan anak setiap tahap pembelajaran tersebut.
6. Nah.. ya itu tadi sebagai tolak ukur kemampuan anak setiap tahap pembelajarannya. Ketika kita tidak melakukan evaluasi kita tidak akan tahu sebatas mana kemampuan anak itu dalam pembelajaran tersebut pada hari itu dalam satu minggu itu.
7. Pemahaman saya tentang evaluasi pembelajaran itu ya bisa dilakukan secara autentik misalkan dengan penilaian tertulis atau bisa juga dengan lisan atau bisa jadi dengan penilaian sikap anak misalkan hari ini mereka jujur atau tidak terus sholatnya baik atau tidak.

8. Saya menggunakan model penilaian menggunakan tes tulis atau tes sikap juga.
9. Insya allah sudah saya terapkan, jadi semoga dengan adanya evaluasi pembelajaran tematik secara keseluruhan ini bisa mengetahui kemampuan anak di setiap bidangnya.
10. Ya mungkin berarti kemampuan anak pada pembelajaran itu masih kurang atau bisa jadi dia karena gak masuk, karena pikiran, atau karena teman kan bisa jadi. Makanya dari itu kalau misalkan anaknya kurang dalam evaluasi tersebut jadi kita beri materi lagi. Diberikan pemahaman lagi. Nanti kalau sudah bener-bener fix anak ini sudah bisa baru bisa dievaluasi lagi apakah sudah memenuhi standart atau belum.
11. Iya, dilakukan remedial karena ini, agar anak itu bisa tetep belajar dirumah jadi dia gak minder kalau dirinya sendiri nilainya jelek sedangkan temennya nilainya tinggi-tinggi.
12. Saya berharap semoga anak-anak didik saya itu menjadi anak-anak yang bener-bener berkarakter sesuai dengan kurikulum 2013 dan juga kemampuannya dan intelegensinya bisa membangkitkan negara Indonesia kita tercinta.

Appendix 1.11**PICTURE OF OBSERVATION**

School Building of SDI Assalam Malang

Administration Office of SDI Assalam
Malang

Classroom of SDI Assalam Malang



The Class Situation at 4 Grade



Interview with Adna Arum
Ambarwati S.Pd. as 4 grade
teacher



Evaluation activity with giving question



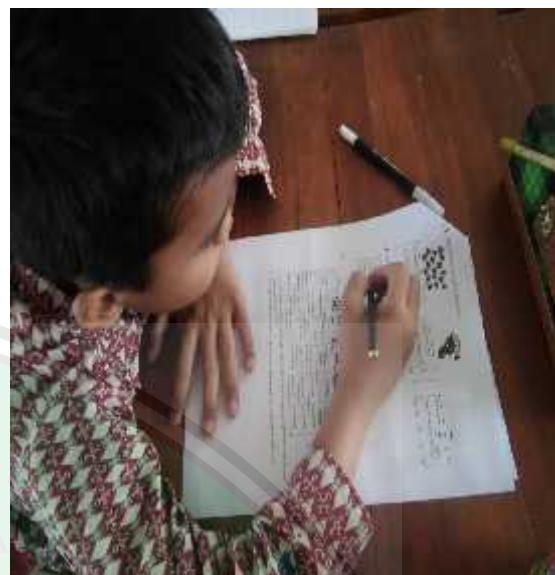
Interview with Siti Muslikha
S.Pd.I. as 2 grade teacher



Student's enjoyable in examination



Student's Dishonest



Student's Enthusiastic



Student's Difficulties



Teacher becalm the students



Student ask to the teacher



Teachers help the students



Student's Confusing



Teachers control the class

Appendix 1.12

VALIDATION OF DATA SOURCES

(MEMBER CHECK)

Narasumber : Adna Arum Ambarwati S.Pd.

Wali Kelas : 4

Tgl. Wawancara : Kamis, 20 Agustus 2015

Pukul : 10.15 WIB

1. Saya mengajar di kelas 4
2. Sudah, saya sudah 2 tahun di kelas 4. Kebetulan yang tahun pertama baru penerapan kurikulum 2013 di kelas 4 dan tahun ini juga sama.
3. Tergantung jumlah siswanya. Jika tahun lalu karena jumlah siswanya ada 16 siswa jadi membutuhkan satu guru. Untuk yang tahun ini siswanya berjumlah 26, maka membutuhkan 2 guru karena untuk mempermudah proses pembelajaran dan proses evaluasinya.
4. Kalau untuk penilaianya jika bisa diselesaikan dalam satu hari. Karena supaya tidak lupa dengan pedoman penilaian dan sebagainya jadi saya selesaikan di sekolah. Ada dua teknik penilaianya yang saya lakukan yang pertama adalah skoring terlebih dahulu pernomer kemudian kita pilih-pilih mana yang termasuk PKN mana termasuk IPA dan sebagainya. jadi kita skoring dahulu permata pelajaran. Jika dulu waktu ngajar dikelas 4 yang lama karena siswanya sedikit jadi tidak sampai membawa pulang ke rumah, jadi di sekolah sudah selesai. Kalau yang sekarang ini pengalaman evaluasi yang pertama evaluasi subtema satu sampai saya bawa pulang karena siswanya banyak. Dibagi tugas dengan guru yang mengajar sekelas dengan saya, jadi ada yang skoring dan ada yang membagi-bagi menjadi beberapa mata pelajaran.
5. Untuk teknik evaluasi dari kurikulum 2013 ini sebenarnya dilakukan satu tema itu ada 4 kali evaluasi. Kalau saya menyebutnya evaluasi kecil dan evaluasi besar atau evaluasi dan UH. Biasanya melakukan evaluasi itu tiap akhir subtema jadi ada 3 subtema ada tiga kali evaluasi dan satu kali ulangan harian. Kalau satu tema sudah selesai baru kita lakukan UH dan itu memang harus rutin. Setiap selesai subtema satu kita harus melakukan evaluasi agar tahu bagaimana pemahaman anak terhadap materi. kalau tidak di evaluasi di subtema biasanya waktu kita lakukan UH dulu pernah seperti itu, saya lakukan UH itu hasilnya kurang memuaskan jadi anak-anak kurang terlatih dalam mengerjakan soal. Jadi

anak-anak kaget karena soal yang terlalu banyak. Lebih baik memang kalau k13 kebijakannya harus rutin dan itu memang terbukti ternyata lebih bagus hasilnya jika dilaksanakan evaluasi secara rutin. Karena kalau langsung evaluasi satu tema bagi anak-anak kaget dan hasilnya jelek kurang memuaskan.

6. Kalau di kelas sepenuhnya diserahkan kepada kami sebagai wali kelas. Tapi ada beberapa kali pertemuan yang memang untuk membahas keseluruhan pembelajaran. Jadi evaluasinya bagaimana, prosesnya bagaimana kemudian kendala yang dihadapi seperti apa. Tidak spesifik hanya ke evaluasi saja tapi semua aspek dilihat tapi untuk evaluasi pembelajaran sepenuhnya diserahkan kepada wali kelas.
7. Kalau rapat umum secara rutin itu setiap hari sabtu atau mingguan. Jadi setiap hari sabtu ada rapat koordinasi kemudian rapat rutin besar. Cuma mungkin kalau ada beberapa yang memang urgen atau mendesak kita wali kelas biasanya ada rapat tersendiri, jadi sifatnya seperti insidental. Tapi untuk kedepannya insya allah akan direncanakan ada hari khusus untuk rapat wali kelas. Tapi sebelum laporan ke kepala sekolah biasanya kami tiap jenjang itu sudah memiliki koordinator sendiri. Koordinator jenjang mengumpulkan guru-guru perjenjang dari kelas 1 sampai kelas 6 menceritakan kendala yang dialami kemudian mencari solusi secara bersama. Ada satu hari di mana kita harus rapat koordinasi perkelas kemudian baru diadakan rapat umum atau rapat besar yang diwakili para koordinator jenjang bersama kepala sekolah.
8. Kalau evaluasi itu penting jika misalkan kita memiliki suatu acara, kalau tidak melakukan evaluasi kita tidak akan tahu acara ini apa saja manfaatnya dan apa saja kekurangannya. Sama seperti itu pembelajaran juga harus dievaluasi secara rutin bahkan kalau menurut aturan pendidikan evaluasi harus dilakukan per hari. Karena setiap hari itu materinya sudah berbeda, istilahnya evaluasi itu untuk mengetahui sejauh mana anak-anak memahami materi pada hari itu jadi evaluasi itu sangat penting untuk melihat anak-anak sudah mampu atau belum, jika ada yang belum mampu pada anak-anak akan ditanyai bagian yang mana yang belum dipahami. Untuk materi ini sampai sejauh mana anak-anak bisa mengembangkan sejauh mana kemampuan yang dimiliki. Jadi harus dievaluasi untuk mengetahui dari kekurangan untuk menutupi hal yang lebih baik.
9. Kalau untuk pelatihan pembelajaran tematik Alhamdulillah sudah pada bulan September tahun lalu, itu sudah tercantum semua dari awal pembuatan RPP, promes, prota, pembelajaran sampai pada evaluasinya.
10. Sejauh ini karena sudah praktek jadi saya sudah mulai paham kalau dulu masih baru jadi belum tahu karena banyak hal-hal yang berbeda dengan teknik evaluasi sebelumnya atau evaluasi KTSP. Kalau di k13 semua aspek dinilai, kalau di KTSP dinilai hanya kognitif. Kalau di k13 semua aspek di evaluasi, tidak hanya

evaluasi tertulis tapi juga evaluasi sikap, jadi ada penilaian sikap, spiritual, keterampilan, pengetahuan dan itu semua harus ada penilaian jadi kami sebagai seorang guru setiap hari melakukan 4 penilaian tadi. Kalau saya sendiri di rumah sudah punya formnya untuk penilaian sikap misalkan hari ini anak-anak ketekunannya bagaimana, ketelitiannya bagaimana, kerajinannya bagaimana. Jadi evaluasinya menyeluruh. K13 ini menyeluruh dan itu memang baik dan yang dibutuhkan seperti itu karena penilaian dari sikap dan pengetahuan akan saling menunjang. Pemahaman saya seperti itu jadi semua aspek dinilai.

11. Kalau untuk model penilaianya masih ikut pedoman pelatihannya yang lalu yaitu penilaian autentik jadi yang benar-benar hari ini juga harus dinilai hari ini. Jadi tidak menunda, misalnya untuk penilaian sikap jika kita menunda jadi muncul pertanyaan kemaren anak-anak bagaimana rasa ingin tahu mereka, akhirnya malah bukan autentik lagi, kalau penilaian autentik harus yang sebenarnya atau “real” dan harus dilakukan pada saat itu juga. Cuma mungkin kami sebagai guru karena banyak kegiatannya ada 1 atau 2 hari yang belum saya nilai (missing), jadi saya pun juga seperti itu, kadang hari ini belum melakukan penilaian sikap, kalau masih terlambat satu hari kita masih bisa mengingat, tapi kalau sudah 3 hari tentunya sudah tidak autentik lagi. Jadi memang harusnya menggunakan penilaian autentik, penilaian yang dilakukan pada pembelajaran saat itu juga dan penilaianya harus dinilai secara menyeluruh.
12. Mungkin perbandingannya dengan KTSP, sebenarnya tidak terlalu berbeda secara signifikan. Cuma untuk evaluasi sekarang karena semua dinilai jadi anak-anak walaupun tidak menonjol dipengetahuan tapi dia sikapnya bagus akan mengangkat penilaian, kalau di KTSP dulu penilaian sikap tidak begitu pengaruh jadi yang berpengaruh hanya nilai tulis saja. Jadi kalau nilai jelek ya sudah, jadi seperti tidak ada yang menunjang. Walaupun itu cuma sekedar pertimbangan tapi tidak sebanyak yang ada di k13.

Malang, 02 November 2015

Narasumber



Adna Arum Ambarwati S.Pd

MEMBER CHECK

Narasumber : Adna Arum Ambarwati S.Pd.

Wali Kelas : 4

Tgl. Wawancara : Senin, 21 September 2015

Pukul : 09.30 WIB

1. Sebelum saya mengaplikasikan pedomannya, memang ini kan kurikulum baru jadi anak-anak terkesan agak kaget gitu, evaluasinya langsung dalam sehari harus mengerjakan soal yang materinya dia dapatkan selama seminggu. Jadi waktu evaluasi pertama banyak yang tanya soalnya kok begini bu? Soalnya seperti apa, jadi mengalami sedikit kesulitan, maksudnya karena pembelajarannya tematik, dulunya ktsp, nah sekarang mereka masih belum bisa. Bu ini nomor satu ini soal apa? Bu, nomer 2 soal apa? Kok soalnya campur? Kok ga ada matematika sendiri, pkn sendiri jadi mereka mengalami kesulitannya disitu jadi sering banyak tanya.
2. Dalam k13, memang semua nilai itu harus didasarkan pada banyak aspek ya mbak, aspek spiritual, sosial, kemudian keterampilan, pengetahuan, jadi kalau tidak diaplikasikan seperti itu yang ada hanya nilai pengetahuan saja seperti dikurikulum ktsp. Jadi tidak ada perbedaan dengan kurikulum ktsp yang lalu, untuk penilaian spiritual kemudian sosial seperti itu mendukung sekali, jadi kalau misalkan anak kalau ktsp yang dulu, nilai hanya terpaku pada nilai pengetahuan jadi keseluruhan sikap kemudian keseluruhan keterampilan itu hanya menyumbang sebagian kecil saja untuk penghitungan penilaian untuk kenaikan kelas ini maksudnya, jadi untuk k13 ini sangat membantu karena walaupun nilainya kecil kalau sosialnya bagus spiritualnya bagus, bisa menambah, jadi secara signifikan itu bisa membantu atau mendukung nilainya anak-anak jadi nilainya gak terlalu jeblok banget gitu, tapi disisi lain, kalau ada anak yang nilai pengetahuannya lebih, katakanlah bisa dapat nilai 90 atau 100 kalau nilai spiritual dan sosialnya tidak mendukung, ada kemungkinan untuk tidak naik kelas. Jadi semua komponennya ini berkaitan satu dengan yang lain untuk k13. Jadi kalau menurut saya memang seharusnya seperti itu, tidak hanya pengetahuan saja yang ditonjolkan. Karena anak juga mempunyai kelebihan dibidang lain selain dipengetahuan mungkin di keterampilan dia baik, disosialnya dia baik walaupun dipengetahuannya kurang. Satu sama lain ini sangat mendukung. Memang lebih baik seperti itu, mendukung sekali.

3. Kesulitannya kalau tidak memenuhi standar penilaian, otomatis kita harus memahamkan materi lagi kepada siswa, kita cari dulu masalahnya apa sehingga siswa itu tidak bisa mencapai standar kan pasti ada alasannya entah dia kurang memahami materi atau materinya terlalu susah, mungkin kesulitan ini bisa berimbang nantinya untuk pelaporan akhir, kalau ada satu saja nilai siswa yang tidak tuntas katakanlah seperti itu. itu mempengaruhi nilai rata-rata kelas. Jadi kalau bisa memang semua nilai itu dituntaskan di awal kalau ada anak yang mengalami kesulitan di pembelajaran kemudian berimbang kepada dia tidak bisa mencapai standar penilaian kita harus segera melakukan perbaikan. Perbaikan itu bisa lewat remidi, bisa untuk menganalisis lagi keseluruhan anak-anak gimana kemudian kita minta lagi untuk mengerjakan soal katakanlah seperti itu sampai anak ini bisa mencapai standar penilaian yang ditetapkan, Cuma kesulitannya itu tadi mungkin dari menyiapkan soal remidi kemudian harus bener-benar mengontrol ini anak sudah paham atau belum kadang ada yang satu kali remidi sudah tuntas nilainya sudah bisa mencapai batas maksimal tapi ada lagi tang 2 kali 3 kali belum tuntas sampai dibawa pulang, maksudnya sampai dibantu dirumah dikerjakan dirumah, masih ada aja yang belum bisa, Cuma untuk kelas 4 ini saya masih belum mengalami hal yang seperti itu. Sementara ini satu kali remidi anak-anak sudah tuntas jadi biasanya kalau setelah ulangan. Dilihat nilainya mana yang belum mencapai kkm atau standar nilai yang sudah ditetapkan itu kita melakukan remidi dan anak-anak sudah bisa mencapai standartnya itu

Malang, 02 November 2015

Narasumber



Adna Arum Ambarwati S.Pd.

MEMBER CHECK

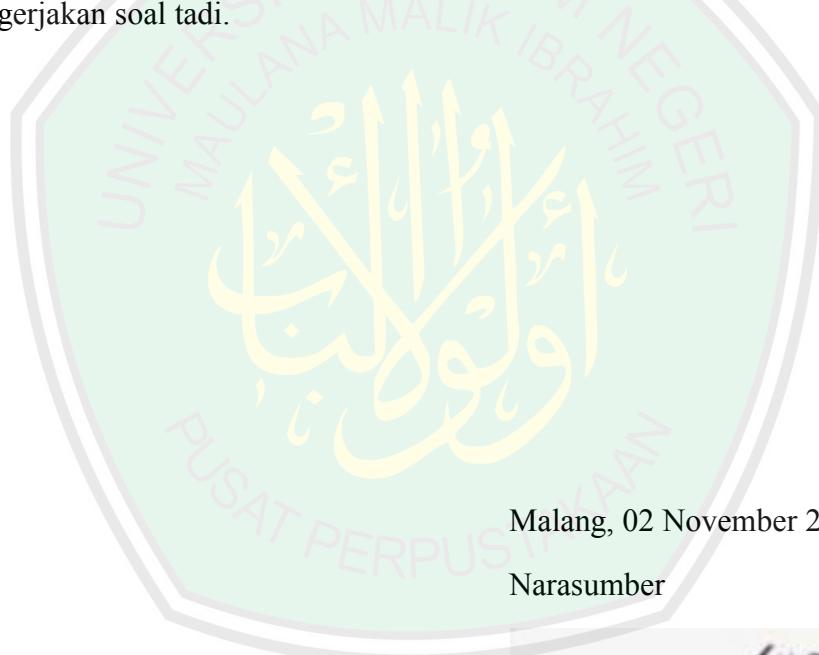
Narasumber : Adna Arum Ambarwati S.Pd.
Wali Kelas : 4
Tgl. Wawancara : Senin, 21 September 2015
Pukul : 09.41 WIB

1. Setelah saya aplikasikan penilaian autentik itu di tema 1 subtema 2, anak-anak sudah mulai faham bagaimana mekanisme untuk evaluasinya bisa dikatakan agak berkurang pertanyaan-pertanyaan ketika mengerjakan soal seperti bu ini soal apa, bu ini soalnya kok begini itu sudah tidak ada, karena mereka sudah paham. Evaluasi modelnya seperti ini memang untuk pembelajarannya tidak terlalu terlihat jadi semua nomer 1-8 tidak ada spesifikasi mata pelajaran, anak-anak sudah mulai paham, jadi mereka mengerjakan soal sudah mulai bisa. Mungkin pertanyaannya hanya seputar soal mungkin kurang jelas, bu ini suruh nyebutkan berapa?.. hanya seperti itu saja yang standar-standart anak mengerjakan soal tanyanya seperti itu, untuk kesulitan lain sudah mulai berkurang, ya ini masih berproses seperti itu.
2. Untuk penilaian ini, penilaian harian termasuk spiritual, sosial, keterampilan dan pengetahuan itu bisa dikatakan mendukung nilai siswa itu kalau ita sudah melakukan pelaporan hasil belajar ke wali murid dan memang itu sangat mendukung seperti yang saya sebutkan sebelumnya melakukan penilaian autentik yang tadi itu, kesemua komponen itu saling mendukung satu sama lain jadi ada yang bisa menguatkan ada yang bisa menurunkan, jadi kalau ada anak yang nilai pengetahuannya bagus kalau nilai sosial spiritualnya jelek itu bisa turun juga karena semuanya dipertimbangkan jadi sosialnya seperti apa, spiritualnya seperti apa, keterampilannya seperti apa, pengetahuannya seperti apa kalau pengetahuannya saja yang baik kalau spiritual sama sosialnya jelek ya itu bisa menurunkan nilai juga, tapi sebaiknya kalau anak pengetahuannya kurang, istilahnya nilai di materinya kurang, dipengetahuannya kurang, tapi kalau di keterampilannya baik, sosial spiritualnya baik itu bisa mengangkat nilai jadi ke semua itu bisa sangat mendukung dan memang harus diaplikasikan seperti itu untuk mewadahi kelebihan semua anak tadi, mungkin dia pengetahuannya kurang tapi keterampilannya lebih tapi bisa ngangkat nilai disitu, di sisi keterampilannya.
3. Kalau untuk penilaian di setiap subtema itu yang kami lakukan hanya untuk mengukur pengetahuan anak saja, ini maksudnya untuk ujian tulis, untuk penilaian

sikap sosial spiritual keterampilan itu kami lakukan setiap hari dalam satu bulan dalam satu tema setiap hari kita lakukan tidak ada evaluasi khusus jadi mungkin kalau anak misalkan contohnya penilaian spiritual itu berkaitan dengan bagaimana sholatnya anak, bagaimana perilakunya dia pada saat berdoa, kalau dia melakukan istilahnya berdoanya tidak tertib, langsung kita evaluasi disitu kita tegur disitu, kita ingatkan hari itu juga, jadi tidak ada evaluasi khusus untuk mengukur ini anak penilaian spiritual sama sosialnya di minggu ini harus segini atau ini harus punya standar sendiri seperti ini itu tidak ada, jadi kita lakukan kontinyu selama satu tema itu kalau kita nilai setiap hari itu untuk penilaian sikap, untuk penilaian pengetahuannya kita lakukan setiap subtema untuk mengukur pemahaman materi anak. Kalau untuk diakumulasikan itu tidak kami gabung. Penilaian pengetahuan tetap sendiri, penilaian sikap sendiri, keterampilan sendiri jadi untuk pelaporan akhir, pelaporan rapor sudah ada kolomnya sendiri penilaian pengetahuan khusus sendiri, pengetahuan pkn, bahasa Indonesia, ipa, ips dan sebagainya untuk penilaian keterampilan sendiri ada kolomnya sendiri, penilaian sikap ada sendiri kolomnya, yang saya katakan tadi saling mendukung itu kalau di salah satu penilaian itu anak-anak tidak mencapai target yang ditetapkan itu bisa mempengaruhi dia naik kelas atau tidak misalkan di penilaian sikap yang sudah kita lakukan setiap hari dalam satu tema itu anak dapat nilai yang kurang terus kayak gitu, itu juga mempengaruhi walaupun pengetahuannya bagus ini kan deskripsi untuk pelaporannya itu bentuk deskripsi jadi tidak ada angka kalau di deskripsinya. Jadi penilaian sikap ya, sikap ananda seperti apa, kedisiplinan ananda seperti apa, kemudian kegiatan spiritual yang ananda lakukan setiap hari seperti apa, apa sering tidak sholat apa waktu berdo'a guyon sendiri kayak gitu, jadi ada deskripsinya sendiri dan tidak bisa di gabung dengan pengetahuan memang, ada kolomnya sendiri-sendiri yang kita laporan Cuma ya untuk pengamatannya ya itu tadi mungkin bedanya tidak ada evaluasi khusus di penilaian sikap hanya di penilaian pengetahuan saja atau kerampilan kadang-kadang kami lakukan evaluasi, untuk SBK misalkan, dalam setiap tema tidak tentu ada setiap subtema jadi kadang-kadang disubtema satu tidak ada SBK, di subtema 2 SBKnya numpuk dua kali. Nah kayak gitu jadi kita kondisional aja untuk penilaian keterampilan evaluasinya kondisional tidak terpaut harus satu subtema harus evaluasi keterampilan. Tapi yang pasti kita lakukan untuk evaluasi persubtema dan tema itu adalah penilaian untuk pengetahuan.

4. Harapan kami sebagai guru hampir sama mungkin ya, jadi anak-anak bisa lebih maksimal untuk pembelajarannya untuk hasilnya dalam bidang apapun, dalam pengetahuannya, keterampilannya, nilai spiritual sosialnya semua berkembang dengan baik dan seimbang, maksudnya anak-anak bisa tahu, bisa lebih banyak belajar, lebih banyak bersyukur, lebih banyak mengimplementasikan apa yang dia dapat lewat keterampilan tadi. Bisa secara maksimal bisa secara optimal bisa mengembangkan bakatnya.

5. Selama ini saya jarang melakukan, ini termasuk di umpan balik. Umpan baliknya itu biasanya kalau saya ingat ya saya lakukan kalau tidak ya saya tidak lakukan. Memang idealnya harus dilakukan. Karena di rangkaian akhir pembelajaran itu ada refleksi kesimpulan kemudian umpan balik, nah disitu bisa ditanyakan. Kita sudah belajar apa hari ini? Kemudian bagaimana yang belum dimengerti? Bagian mana yang sudah kamu pahami? Memang penting Cuma saya secara pribadi itu belum secara maksimal melakukan itu, jadi kadang kalau inget ya saya lakukan kalau tidak ya kadang tidak saya lakukan. Cuma ini di setiap akhir pembelajaran pasti ada latihannya, maksudnya untuk jam pertama misalkan jam pertama tadi belajar tentang gaya, nah itu tetep ada latihannya jam ke 2, 3, 4 tematik belajar apa nanti ada latihannya jadi evaluasunya ada disitu dari situ kita bisa melihat anak-anak sudah paham atau belum tentang materinya. Cuma untuk mengulang secara keseluruhan di akhir pembelajaran di akhir hari dalam sehari saya jarang melakukan itu, sudah saya bagi di akhir jam pelajaran tadi dilakukan evaluasi mengerjakan soal tadi.



Malang, 02 November 2015

Narasumber

Adna Arum Ambarwati S.Pd.

MEMBER CHECK

Narasumber : Siti Muslikha S.PdI.

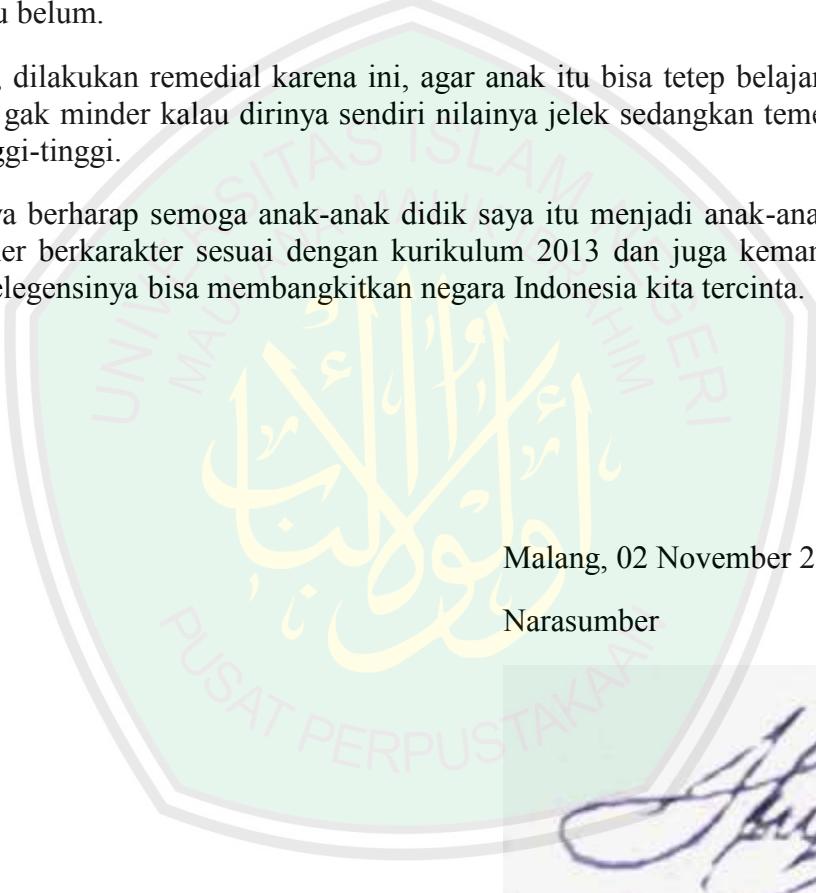
Wali Kelas : 2

Tgl. Wawancara : Selasa, 27 September 2015

Pukul : 17.21 WIB

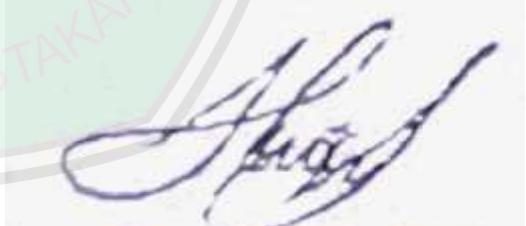
1. Iya, di kelas saya sudah menerapkan pembelajaran tematik kurikulum 2013.
2. Saya dibantu oleh pendamping saya jadi kan satu kelas ada dua guru, saya wali kelasnya dan satunya sebagai pendamping, biasanya dia sebagai mengevaluasi pembelajaran tematik baik entah sikapnya anak-anak waktu itu atau juga waktu proses penilaian.
3. Saya tergantung ya mbak, saya bisa dibawa pulang kalau kondisi dan situasi di sekolah itu sangat padat gitu jadi dari pada saya tidak bisa menyelesaikan tepat waktu, jadi saya bawa pulang. Tapi kalau misalkan ada waktu yang longgar, bisa saya kerjakan di kantor seketika itu juga.
4. Nah... kan di kelas 2 ini satu subtema itu dilaksanakan satu minggu, jadi kita membuat evaluasinya itu kalau waktu pembelajaran pertama, hari-hari biasa, itu setelah pelajaran. Setelah memberikan materi. Namun untuk evaluasi secara keseluruhan di dalam satu Minggu ya waktu hari jum'at itu. Jadi setiap Minggu pada hari jum'at itu ada evaluasinya. Berarti termasuk mingguan dan harian juga ada.
5. Ya ini menjadi agenda rutin bagi kami soalnya kalau untuk menilai kemampuan anak setiap tahap pembelajaran tersebut.
6. Nah.. ya itu tadi sebagai tolak ukur kemampuan anak setiap tahap pembelajarannya. Ketika kita tidak melakukan evaluasi kita tidak akan tahu sebatas mana kemampuan anak itu dalam pembelajaran tersebut pada hari itu dalam satu minggu itu.
7. Pemahaman saya tentang evaluasi pembelajaran itu ya bisa dilakukan secara autentik misalkan dengan penilaian tertulis atau bisa juga dengan lisan atau bisa jadi dengan penilaian sikap anak misalkan hari ini mereka jujur atau tidak terus sholatnya baik atau tidak.
8. Saya menggunakan model penilaian menggunakan tes tulis atau tes sikap juga.

9. Insya allah sudah saya terapkan, jadi semoga dengan adanya evaluasi pembelajaran tematik secara keseluruhan ini bisa mengetahui kemampuan anak di setiap bidangnya.
10. Ya mungkin berarti kemampuan anak pada pembelajaran itu masih kurang atau bisa jadi dia karena gak masuk, karena pikiran, atau karena teman kan bisa jadi. Makanya dari itu kalau misalkan anaknya kurang dalam evaluasi tersebut jadi kita beri materi lagi. Diberikan pemahaman lagi. Nanti kalau sudah bener bener fix anak ini sudah bisa baru bisa dievaluasi lagi apakah sudah memenuhi standart atau belum.
11. Iya, dilakukan remedial karena ini, agar anak itu bisa tetep belajar dirumah jadi dia gak minder kalau dirinya sendiri nilainya jelek sedangkan temennya nilainya tinggi-tinggi.
12. Saya berharap semoga anak-anak didik saya itu menjadi anak-anak yang bener-bener berkarakter sesuai dengan kurikulum 2013 dan juga kemampuannya dan intelegensinya bisa membangkitkan negara Indonesia kita tercinta.



Malang, 02 November 2015

Narasumber



Siti Muslikha S.Pd.I.

Appendix 1.13

INFORMANT BIODATA 1

Name	Adna Arum Ambarwati, S.Pd.
Place, Date of Birth	Magetan, 04 Juli 1990
Previous Adress	Ds.Taji, Kec. Karas, Kab. Magetan
Nowdays Adress	Villa Bukit Tidar A1/265 Merjosari, Malang.
Phone	085 791 061 916
Email	Adnaambarwati90@gmail.com

HISTORICAL EDUCATION

Name of School	Place	Year
SDN Taji 1	Kab. Magetan	2002
SMPN 1 Karangrejo	Kab. Magetan	2005
SMAN 1 Maospati	Kab. Magetan	2008
Universitas Negeri Malang	Kab. Malang	2012

Appendix 1.14**INFORMANT BIODATA 2**

Name	Siti Muslikha, S.PdI.
Place, Date of Birth	Malang, 16 Juni 1990
Previous Adress	Sumbersari Street II/94 Malang
Nowdays Adress	Sumbersari Street II/94 Malang
Phone	085 755 718 576
Email	Smuslikha@ymail.com

HISTORICAL EDUCATION

Name of School	Place	Year
SDN Sumbersari III	Kab. Malang	1997
SMP Dharma Wanita	Kab. Malang	2004
MAN 1	Kab. Malang	2007
UIN Malang	Kab. Malang	2009

Appendix 1.15

LETTER RESEARCH PERMIT



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552498 Faximile (0341) 552398 Malang
<http://tarbiyah.un-malang.ac.id> email: psg_unmalang@gmail.com

Nomor : Un 3.1/11.00.1/733/2013
 Sifat : Penting
 Lampiran :
 Hal : Izin Penelitian

28 Juli 2013

Kepada
 Yth. Kepala SD Islam Assalam Malang
 di
 Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut

Nama	:	Farma Hidayati Maulidin
NIM	:	11140031
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMT)
Semester – Tahun Akademik	:	Ganjil - 2015/2016
Judul Skripsi	:	Implementasi Pedoman Evaluasi Pembelajaran Tematik di SD Islam Assalam Malang

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
 Wakil Dekan Bid. Akademik,



Dr. Zaki Sulistyo, M.A.
 NIP. 19651112 199403 2 002

Tentibusan:
 1. Yth. Ketua Jurusan PGMI
 2. Asrip



Certificate No. IDUBI1219

Appendix 1.16

LETTER OF OFFICIAL STATEMENT RESEARCH FROM SCHOOL



SEKOLAH DASAR ISLAM (SDI) AS SALAM

NPSN : 60726485

Jl. Bendungan Wonorejo 1A Malang 65415, Telp. (0341) 580550

SURAT KETERANGAN

Nomor: 081/SDI-AS/X/2015

Yang bertanda tangan dibawah ini:

Nama : Drs. M. Arief Chusaeni, M.KPd

Jabatan : Kepala Sekolah

Menerangkan bahwa,

Nama : Fadma Hidayati Mauludin

Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

NIM : 11140031

Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah mengadakan penelitian di SD Islam As Salam Malang tanggal 2-14 September 2015 untuk skripsi dengan judul "*Implementasi Pedoman Evaluasi Pembelajaran Tematik di SD Islam As Salam*"

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Malang, 31 Oktober 2015

Kepala Sekolah

SD Islam As Salam


Drs. M. ARIEF CHUSAENI, M.KPd

Appendix 1.18**CURRICULUM VITAE****PERSONAL DATA**

Name	:	Fadma Hidayati Maulidin
Faculty	:	Tarbiyah and Teaching Training
Department	:	Islamic Elementary Teacher Education
Gender	:	Female
Place/ Date of Birth	:	Pasuruan, 05 July 1993
Religion	:	Islam
College	:	State Islamic University Maulana Malik Ibrahim of Malang
Address	:	Perum Green View no.5A Gondang Legi Pasuruan
Address at Malang	:	Tlogosari, Merjosari Malang 65145
Phone	:	085733725102
E-mail	:	fatmahidayati17@yahoo.com

FORMAL EDUCATION

2000-2002	TK Assa'adah Wonorejo Glagah Lamongan
2002-2007	MI Assa'adah Wonorejo Glagah Lamongan
2007-2009	SMP Assa'adah Sampurnan Bungah Gresik
2009-2011	MAN 1 Bangil Pasuruan
2011-sekarang	UIN Maulana Malik Ibrahim Malang

WORK EXPERIENCE

1. Teaching at Progressive Privat Center Soekarno Hatta Malang year 2012-2013
2. Translator at Ganeca Institute Kertosentono Malang year 2012-2014

ORGANIZATION EXPERIENCE

2007-2008	Chief Devision of Environment, OSIS MAN 1 Bangil Pasuruan.
2007-2008	Chief Presenter organization at MAN Bangil Pasuruan.
2007-2008	Staff of Palang Merah Remaja at MAN Bangil Pasuruan.
2012-2013	Chief Devision News UKM Radio Simfoni FM.
2013-2014	Staff of Devision Program Officer UKM Radio Simfoni FM.

WORKSHOP, TRAINING AND OTHERS

2009-2010	Workshop of Environment at Purwodadi Pasuruan.
2012-2013	Diklat Keradioan Dasar UKM Radio Simfoni FM UIN Maulana Malik Ibrahim Malang.
2012-2013	Diklat Kursus Mahir Dasar Kepramukaan at UIN Maulana Malik Ibrahim Malang.
2008-2009	Best Graduate of SMP Assa'adah at Bungah Gresik
2011-2012	Arabic Development UIN Maliki Malang
2011-2012	English Course at Easy 1 Course in Tulungrejo Pare Kediri
2011-2012	English Course at The Wish English Course in Pare Kediri
2011-2012	English Course at Elfast English Course in Pare Kediri

