

IMPLEMENTATION ASSESSMENT ON THEMATIC SCIENTIFIC AT FIFTH GRADE MIN 2 KOTA MALANG

THESIS

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ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STASE ISLAMIC UNIVERSITY MALANG

2017

IMPLEMENTATION ASSESSMENT ON THEMATIC SCIENTIFIC AT FIFTH GRADE MIN 2 KOTA MALANG

THESIS

Presented to Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan* (S.Pd)

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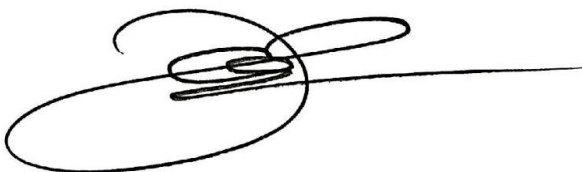
ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
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2017

APPROVAL SHEET

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DEDICATION

Praise to God Almighty for giving everything in my life. This thesis is a great effort in the realization of my inspiration. Shalawat and salam always bless to prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, Mr.M.Tohar Purnomo and Mrs. Sri Amah, who have always loved me unconditionally and whose good example have taught me to work hard for the things that I aspire to achieve. I also dedicate this thesis to my beloved sisters Shifa, Azka, Nadiyya and all of my big family who has been encouragement in my life. Hopefully this thesis could be the motivation to reach your dreams.

MOTTO

قال سننظر أصدقك أم كنت من الكاذبين¹

“(Solomon) said.” We will see whether you were truthful or were of the liars.” (*QS.An-Naml: 27*)²



¹Departemem Agama, *Al-Qur'an dan Terjemahan*. (Bandung: Jumunatul Ali Art, 2005), p. 379

²*Qur'an in English*, (Tanzil: International Quranic Project <http://tanzil.net>, accessed on 17 April 2017 at 02.30 pm).

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Assalamu'alaikum Wr. Wb.

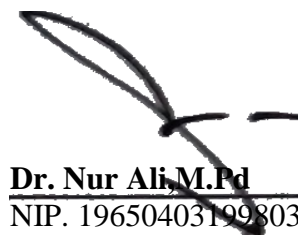
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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Chushila Ammaliyya 'Azizah, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 30th, 2017
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Translation Guidelines of Arab Latin

Translation of arab latin in this thesis utilize the translation gudelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

A. Letter

ا	=	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	=	<u>H</u>	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. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diphthong

أُ = Aw

أَيَّ = Ay

أُو = û

إِي = î

FOREWORD

Praise and gratitude to Allah te all merciful and the compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arrangment of qualitative research “Implementation Assessment on Themtic Scientific at Fifth Grade MIN 2 Kota Malang” as the final project to get the academician degree at Maulana Malik Ibrahim State Islamic University, Malang. Sholawat amd salam uninterruptedly extended except only to our prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

The aim of this thesis is the requirement for obtaining bachelor of education (S.Pd). the specific purpose of this thesis is as discours of education that is still a lot of things from an education that must be developed. I hope that with finish this thesis will give benefits to all of the parties.

There is no pernouncable word that can be extended except the great gratitude to the excellency:

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The writer awwarded that in the preparation of this report there are still many mistake for arrange this report, so writer expected critiques ad suggestions from all parties to improve the next report. I hope that this thesis provides benefits to all parties. *Amin Yaa Rabbal 'Alaimiin.*

Malang, May 30th, 2017



Writer

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ABSTRACT

'Azizah, Chushila Ammaliyya. 2017. *Implementation Assessment on Thematic Scientific at Fifth Grade Madrasah Ibtidaiyah Negeri2 Kota Malang*. Thesis. Islamic Primary Teacher Education Program. Faculty of Education and Teacher Training Faculty. Maulana Malik Ibrahim Malang Stase Islamic University, Malang. Advisor: Dr. H.Nur Ali, M.Pd

Key Words: Assessment, Scientific Thematic Learning

Assessment is the process of collecting and processing information to measure the achievement learning outcomes of students. In carrying out the assessment, educators and education should be based on the latest educational assessment standards are regulated in the ministry of education and culture number 23 in 2016. MIN 2 Kota Malang assessed in accordance with the prescribed procedure.

One difficulty in implementation assessment are the planning, implementation and Assessment process. Therefore, this study aims to: (1) Describe the planning assessments on thematic scientific at fifth grade MIN 2 kota Malang, (2) Describe the implementing assessment on thematic scientific at fifth grade MIN 2 kota Malang, (3) Describe the processing assessment on thematic scientific at fifth grade MIN 2 kota Malang.

To achieve the above objectives, this study used descriptive qualitative approach and research into the key instrument. Data collecting use observation, interview and documentation with triangulation techniques to test the validity of the data. Analysis of data using Miles and Huberman model i.e data reduction, data display and conclusion.

The results showed that: (1) Planning of the assessment carried out by teachers in accordance with assessment standards i.e make instrument of assessment before doing assess students. Teachers do not use the technique of self-assessment and assessment between friends to assess students' attitudes. (2) Implementation of the assessment carried out by teachers in accordance with assessment standards i.e teacher observe students' attitudes during the learning process, provide daily assessment, assessment on middle and final semester in accordance assessment guidance. In addition, teachers also assess students' skills using a rubric that has been made before. (3) Processing of the assessments carried out by teachers using application that allows teachers to input students' grades. Assessment processing application using microsoft excel macros. These applications continue to be developed, but in the span of students do not predicate value according to the latest assessment standards. The range predicate in all subjects using the same formula and using 3 criteria. Meanwhile, in the latest assessment guideline range predicates use different formulas every lesson in accordance with minimum completeness criteria every lesson.

ABSTRAK

‘Azizah, Chushila Ammaliyya. 2017. *Implementation Assessment on Thematic Scientific at Fifth Grade Madrasah Ibtidaiyah Negeri2 Kota Malang*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr.H. Nur Ali, M.Pd

Key Words: Penilaian, Pembelajaran Tematik Saintifik

Penilaian adalah proses pengumpulan dan pengolahan informasi untuk mengukur pencapaian hasil belajar peserta didik. Dalam melaksanakan penilaian, pendidik dan satuan pendidikan harus mengacu pada standar penilaian pendidikan terbaru yaitu diatur dalam peraturan kementerian pendidikan dan kebudayaan nomo 23 tahun 2016. Madrasah Ibtidaiyah Negeri 2 Kota Malang telah melakukan penilaian sesuai dengan prosedur yang ditentukan.

Salah satu kesulitan pendidik dalam melaksanakan penilaian adalah perencanaan, pelaksanaan dan pengolahan penilaian. Oleh karena itu penelitian ini bertujuan untuk: (1) Mendeskripsikan perencanaan penilaian pada pembelajaran tematik saintifik pada kelas V Madrasah Ibtidaiyah Negeri 2 Kota Malang, (2) Mendeskripsikan pelaksanaan penilaian pada pembelajaran tematik saintifik pada kelas V Madrasah Ibtidaiyah Negeri 2 Kota Malang, (3) Mendeskripsikan pengolahan penilaian pada pembelajaran tematik saintifik pada kelas V Madrasah Ibtidaiyah Negeri 2 Kota Malang.

Untuk mencapai tujuan diatas, penelitian ini menggunakan pendekatan kualitatif deskriptif dan peneliti menjadi instrumen kunci penelitian. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi dengan teknik triangulasi untuk menguji keabsahan data. Analisis data menggunakan model Miles and Huberman yaitu reduksi data, data display dan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) perencanaan penilaian yang dilakukan oleh guru sesuai dengan standar penilaian dengan membuat intrumen penilaian sebelum pelaksanaan penilaian. Guru tidak menggunakan teknik penilaian diri dan penilaian antar teman untuk menilai sikap siswa. (2) pelaksanaan penilaian yang dilakukan oleh guru sesuai dengan standar penilaian yaitu dengan mengamati sikap yang muncul saat pembelajaran berlangsung, mengadakan penilaian harian, penilaian tengah semester dan penilaian akhir semester sesuai panduan penilaian. Selain itu guru juga menilai ketrampilan siswa menggunakan rubrik yang telah dibuat sebelumnya. (3) Pengolahan penilaian yang dilakukan oleh guru menggunakan aplikasi yang memudahkan guru untuk input nilai siswa. Aplikasi pengolahan penilaian menggunakan microsoft excel makro. Aplikasi ini terus dikembangkan, namun di bagian rentang predikat nilai siswa belum sesuai dengan standar penilaian terbaru. Rentang predikat di semua pelajaran menggunakan rumus sama dan menggunakan 3 kriteria. Sedangkan di panduan penilaian terbaru rentang predikat menggunakan rumus berbeda tiap pelajaran sesuai dengan kriteria ketuntasan minimal tiap pelajaran.

الملخص

عزيزة، حصل املي. ٢٠١٧ تنفيذ التقييم على التعليم الموضوعية العلمية في الصف الخامس في المدرسة الابتدائية الحكومية ٢ مدينة ملانق. البحث الجامعي، قسم تربية معلّم المدرسة الابتدائية، بكلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الاسلامية الحكومية ملانق، تحت الإشراف: الدكتور الحاج نور على الماجستير

الكلمات المفتاحية: التقييم، التعليم الموضوعية العلمية

التقييم هو ينهج ان يجمع وتحويل المعلومات لقياس تحقيق نتائج تعلم الطلاب. في تنفيذ التقييم، معلّم و المدرسة تنبغان يشير على مقياس التقييم جديدة هي تنظم في وزارة التعليم و الثقافي رقم ٢٣ في سنة ٢٠١٦. قد عمل المدرسة الابتدائية الحكومية ٢ مدينة ملانق تقييم شكلا.

في عداد الصعبة فتنفيذ التقييم هو: (١) يصف ان يضع التقييم على التعليم الموضوعية العلمية في الصف الخامس في المدرسة الابتدائية الحكومية ٢ مدينة ملانق. (٢) يصف ان تنفيذ التقييم على التعليم الموضوعية العلمية في الصف الخامس في المدرسة الابتدائية الحكومية ٢ مدينة ملانق. (٣) يصف ان تحويل التقييم على التعليم الموضوعية العلمية في الصف الخامس في المدرسة الابتدائية الحكومية ٢ مدينة ملانق.

لتحقيق تلك الأهداف، يستخدم الباحث التهج التوعى بالبحث الوصفي. حيث الأداة الرئيسية هي الباحث نفسه. وكيفية جمع البيانات المستخدمة في هذه البحث هي الملاحظة و المقابلات و الوثائق. وتحليل البيانات باستخدام نموذج ميليس و هورمان و هوحدّ ابيانات، والعراض، واستخلاص النتائج.

دلّت نتيجة البحث على: (١) المعلم يضع ان يشير على مقياس التقييم هو يجعل الة قبل يعمل التقييم، لكن لا يستخدم نفس التقويم و التقييم بين اصدقاً. (٢) المعلم يعمل ان يشير على مقياس التقييم هو يبصر اخلاق الطلاب في التعليم، يعمل الامتحان اليومية، الامتحان وسط فصول دراسية و الامتحان اخير فصول دراسية. (٣) المعلم يحوّل التقييم بأستامرة التي تسهل معلّم ليدخل نتيجة الطلاب. هذه الأستامرة تستخدم ميكروصفت ايكسيل ماكرو. هذه الأستامرة تستمر المتقدمة، لكن في الصفّ المسندات لم تتفق على مقياس التقييم جديدة. في مقياس التقييم قبلها، الصفّ المسندات تستخدم ثلاثة مقياس و الصيغة سواء. لكن في مقياس التقييم جديدة، الصفّ المسندات تستخدم اربعة مقياس و الصيغة اختلاف تتفق الأقلّ التام النتيجة الطلاب كل المدرسة.

CHAPTER I

INTRODUCTION

A. Background of the Research

Every country have ideals sublime including Indonesia. Ideals sublime the Indonesia there are fourth alinea in the opening of the constitution 1945, to protect all the people and all spilled blood Indonesia, the advancement of general welfare, educated life the people, and participate in order the world based on independence, lasting peace, and social justice. In order to realize sublime the nation, the Indonesian government seek to advance all aspects of life, one of them education sector.

Embodying ideals sublime, the Indonesian government through the ministry of education and culture continue update and innovation in the field of education. One form of renewal and innovation in education that is implementation of the 2013 curricula. It is serves as completed previous curricula, namely based on competency curricula and based on a unit of education curricula.

Implementation and Development of 2013 curricula have various demands faced Indonesia. Kunandar said that,

Pendidikan di Indonesia harus mengacu pada 8 standar pendidikan nasional, yaitu Standar Kompetensi Lulusan (SKL), standar isi, standar proses, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pembiayaan pendidikan, standar

penilaian pendidikan, dan standar pengelolaan pendidikan.³

One of Education Standards was changed is assessment standard.

Curricula before, just assess knowledge aspect, but 2013 curricula, according regulation ministry of education and culture number 23 in 2016 unit of education must be assess 3 aspect namely attitude, knowledge, and skill. It is the mechanisms are criteria, procedures and instruments achievement's students. Kunandar said that assessment include are,

1. Perencanaan penilaian siswa sesuai dengan kompetensi yang akan dicapai dan berdasarkan prinsip-prinsip penilaian;
2. pelaksanaan penilaian siswa secara profesional, terbuka, edukatif, efektif, efisien, dan sesuai dengan konteks sosial budaya;
3. Pengelolaan atau pelaporan hasil penilaian siswa secara objektif, akuntabel, dan informatif. Standar Penilaian pendidikan ini disusun sebagai acuan penilaian bagi pendidik, satuan pendidikan, dan pemerintah pada satuan pendidikan untuk jenjang pendidikan dasar dan menengah.⁴

Starting in 2013/2014, Government enact Curriculum 2013 which is arefinement of the curriculum in 2006. Results of the study indicate that the 2013 Curriculum implementation one difficulty educators in the planning, implementation, processing, utilization and reporting of assessment. On the planning of the assessment, the educator difficulty formulating indicators, assessment instruments to determine appropriate assessment techniques in accordance with the basic competencies that are taught, to develop the details of the assessment instruments and assessment rubrics. On the implementation of assessments, educators assess the attitude of the difficulties with the various techniques of

³Kunandar, *Penilaian Autentik*, (Jakarta: Rajagrafindo Persada, 2014), p. 16.

⁴*Ibid.*, p. 49.

assessment in a limited time. Educators also have difficulty in processing and describes achievement include are attitudes, knowledge, and skills.

Students are not only assessed their knowledge course, but also assessed skill and attitude of students daily. Smart students in knowledge but have bad attitude and skill, so also on the contrary. Hence, assessment on thematic scientific very important applied in primary school, that students can be guided to not only have the ability in the field of knowledge course, but also the attitude and skill. The third competence will be needed students as provisions for the future.

In accordance 2013 curricula, attitude, knowledge, and skills should have been was already implemented in thematic scientific in primary school. but, some facts on the application is irony.

According interview with the lecturer of learning evaluation at PGMI ICP UIN Maulana Malik Ibrahim Malang at once as a teacher fifth grade MIN 2 Kota Malang namely Mr.Suroto,M.Pd get information that there are many teachers may not fully understand the concept of assessment on thematic scientific. Teachers still difficult in carrying out the assessment with the correct procedure. Whereas, this assessment was regulated by the Ministry of education and culture number 53 in 2015. In those are complete guidelines assessment, began of sense, the principle, scope, procedures and instruments attitude assessment, knowledge, and skills. If primary school teachers not appropriate guidelines for assessing,

this can category as irregularities.⁵

Solutions for teachers can learn about the development of students to the attitude, knowledge, and skill on thematic scientific is by applying true assessment, in accordance with the directive assessment arranged in the minister of education and culture number 53 in 2015. MIN 2 Kota Malang is one favorite in the Malang city which have applied assessment on thematic scientific in accordance with the directive assessment.

Based on the description above, researcher interested to know more about assessment on thematic scientific pertaining to planning, implementing and processing assessment at fifth grade MIN 2 Kota Malang.

B. Focus of the Research

According background of the research, so focus of the research are:

1. How does the planning of assessment on thematic scientific at fifth grade MIN 2 Kota Malang ?
2. How does the implementing of assessment on thematic scientific at fifth grade MIN 2 Kota Malang ?
3. How does the Processing of assessment on thematic scientific at fifth grade MIN 2 Kota Malang ?

⁵ Interview with Mr.Suroto, Lecturer of Evaluation Learning at once as a teacher fifth grade MIN Malang 2 On Wednesday, 21 october 2016.

C. Objective of Research

According focus of the research, so objective of research are:

1. To Know the planning of assessment on thematic scientific at fifth grade MIN 2 Kota Malang.
2. To Know the implementing of assessment on thematic scientific at fifth grade MIN 2 Kota Malang.
3. To Know the Processing of assessment on thematic scientific at fifth grade MIN 2 Kota Malang.

D. Significance of the Research

This research have Significance of the research are:

1. Teoritical Significance

This research used to develop scientific and insight in the activities of scientific. This scientific develop about implementation assessment on thematic scientific at fifth grade primary school.

2. Practical Significance

a. For Teacher

- 1) As reflection of the implementation assessment on thematic.
- 2) Effort to improve assessment on thematic scientific .

b. For Principal

- 1) As reflection of the implementation assessment in thematic scientific.
- 2) As information will be send to teachers about implementation assessment in thematic scientific..

c. Education Departement

- 1) Feedback about implementation assessment in thematic scientific exspecially in primary school.
- 2) Arrange choacing teachers about implementation assessment in thematic scientific.

E. Limitation of the Research

The research about Implementation Assessment on Thematic Scientific conducted only for fifth grade at MIN 2 Kota Malang . Cause the fifth grade in MIN 2 Kota Malang already reputed that exactly capable in implementation assessment on thematic scientific.

Researcher took the subject of research only in class from fifth grade (V-A) to more focus in conduct the research about assessment. Researcher conducted in MIN 2 Kota Malang that was one of the favorite Islamic Schools in Malang city. That school was one of the schools from ministry religion aas pilot project from implementation assessment on thematic scientific.

F. Previous Research

This research is not first research, there are previous research will be support this research.

1. *The Implementation of Thematic Learning with Scientific Approach on the Theme My Hero at Fourth Grade SDN Ketawanggede Malang.*

The research was written by Shellya Khabib Dirgantari and

this research, a graduate student major PGMI in state Islamic University of Maulana Malik Ibrahim Malang. This research completed in 2015 by generating patterns of Scientific approach on thematic at SDN Ketawanggede Malang.

Based on research on the thematic learning, it can be concluded that the research was written by Shellya Khabib Dirgantari. both doing qualitative research that discuss thematic learning by scientific approach. The differences is using a case study and research location at Fourth grade SDN Ketawanggede Malang, while this research took place at fifth grade MIN 2 Kota Malang . In the Shellya Khabib Dirgantari's research explain about implementation thematic learning by scientific approach wich focus of the research are: how thematic scientific learning to improve achievement's student and to improve learning activity, while this research explain about implementation assessment on thematic scientific pertaining planning, implementing and processing of assessment.

2. *The Impilmentation of Tematic Instruction Based on Curriculum 2013 for First Grade at MIN 1 Malang.*

The research was written by Maulida Fikria Nasol, a graduate student major PGMI in state Islamic University of Maulana Malik Ibrahim Malang. This research completed in 2015 by generating patterns of thematic instruction at MIN Malang 1.

Based on research, it can be concluded that the research was written by Maulida Fikria Nasoland and this research, both doing qualitative research that discuss thematic learning. The differences is using a case study and research location at first grade MIN Malang 1, while this research took place at fifth grade MIN 2 Kota Malang. In the Maulida Fikria Nasol's research explain about implementation of thematic instruction (plan, process, assessment), while this research explain about implementation assessment from planing, implementing, and processing assessment on thematic scientific.

3. *Implementasi Penilaian Autentik dalam Pembelajaran Tematik Terpadu Kelas IV B di SD Hj. Isriati Baiturrahman 1 Semarang Tahun Ajaran 2014/2015.*

The research was written by Nuryati, a graduate student major PGMI in state Islamic University of Walisongo Semarang. This research completed in 2015 by generating patterns of Assessment on thematic at Sd Hj. Isriati Baiturrahman 1 Semarang.

Based on research on the thematic learning, it can be concluded that the research was written by Nuryati and this research, both doing qualitative research that discuss assessment on thematic. The differences is using a case study and research location at Fourth grade Sd Hj. Isriati Baiturrahman 1 Semarang, while this research took place at fifth grade MIN 2 Kota Malang . In the Nuryati's research explain about implementation authentic assessment on

thematic, while this research explain about implementation assessment on thematic scientific from planing, implementing, and processing assessment base on newest regulation from education department.

4. *Pelaksanaan Penilaian Autentik Dalam Pembelajaran Tematik Pada Siswa Kelas IV A Sekolah Dasar Negeri 4 Wates Kecamatan Wates Kabupaten Kulon Progo.*

The research was written by Ade Cintya Putri, a graduate student major PGMI in state University of Yogyakarta. This research completed in 2015 by generating patterns of Assessment on thematic at state SDN 4 Wates.

Based on research on the thematic learning, it can be concluded that the research was written by Ade Cintya Putri and this research, both doing qualitative research that discuss assessment on thematic learning. The differences is using a case study and research location at Fourth grade SDN 4 Wates Kecamatan Wates Kabupaten Kulon Progo. while this research took place at fifth grade MIN 2 Kota Malang. In the Ade Cintya Putri's research explain about how knowledge principal and teachers about assessment and implementation authentic assessment on thematic, while this research explain about implementation assessment on thematic scientific from planing, implementing, and processing assessment base on newest regulation from education department.

There are previous research, to make it easier to understand, researcher showed differences tables, equation, and originality of research in the table below:

Title of Research	Equations	Differences	Originality of Research
1. <i>The Implementation of Thematic Learning with Scientific Approach on the Theme My Hero at Fourth Grade SDN Ketawanggede Malang</i>	using qualitative research that discuss thematic learning by scientific approach	The differences is using a case study and research location at Fourth grade SDN Ketawanggede Malang, while this research took place at fifth grade MIN 2 Kota Malang . In the Shellya Khabib Dirgantari's research explain about implementation thematic learning by scientific approach wich have focus of the research are: how thematic scientific learning to improve achievmment's student and to improve learning activity,, while this research explain about implementation assessment on thematic scientific.	This research discusses the assessment on thematic Scientfic from planing, implementing, and processing assessment on thematic scientific (base on newest regulation ministry education and culture).
2. <i>The Impilmentation of Tematic Instruction Based on Curriculum 2013 for First Grade at MIN 1 Malang</i>	Using qualitative research that discuss thematic learning.	The differences is using a case study and research location at first grade MIN Malang 1, while this research took place at fifth grade MIN 2 Kota Malang In the Maulida Fikria Nasol's research explain about implementation of thematic instruction (plan, process, assessment), while this research explain about plannning, implementing, processing assessment	

<p><i>3. Implementasi Penilaian Autentik dalam Pembelajaran Tematik Terpadu Kelas IV B Di Sd Hj. Isriati Baiturrahman 1 Semarang Tahun Ajaran 2014/205</i></p>	<p>qualitative research that discuss assessment on thematic</p>	<p>The differences is using a case study and research location at Fourthgrade Sd Hj. Isriati Baiturrahman 1 Semarang, while this research took place at fifth grade MIN 2 Kota Malang . In the Nuryati's research explain about implementation authentic assessment on thematic, while this research explain about implementation assessment on thematic scientific from how procedure to make assessment base on newest regulation from education department.</p>
<p><i>4. Pelaksanaan Penilaian Autentik Dalam Pembelajaran Tematik Pada Siswa Kelas Iv A Sekolah Dasar Negeri 4 Wates Kecamatan Wates Kabupaten Kulon Progo</i></p>	<p>qualitative research that discuss assessment on thematic</p>	<p>The differences is using a case study and research location at Fourth grade SDN 4 Wates Kecamatan Wates Kabupaten Kulon Progo. while this research took place at fifth grade MIN 2 Kota Malang . In the Nuryati's research explain about how knowledge principal and teachers about assessment and implementation authentic assessment on thematic, while this research explain about implementation assessment on thematic scientific from how procedure to make assessment base on newest regulation from education department.</p>

G. Definition of Key Terms

1. Assessment : The process of collecting data and processing information doing by teacher for measure achievement's students from various aspect, there are attitude, knowledge and skill.
2. Tematic Sceintific : Observing, questioning, experimenting, associating, and networking about information in various lesson wich covering some theme.

H. Composition of Research Findings

Systematical of discussion made for giving recommendation in the thought systematically. In the research explain the systematical of discussion, they are:

CHAPTER I: INTRODUCTION.

In this chapter explain about background of the research, focus of the research, objective of the research, significance of the research, definition of key term, previous research, composition of research findings.

CHAPTER II: LITERATURE REVIEW.

In this chapter explain about discuss the theories conceptually.

CHAPTER III: METHOD OF THE RESEARCH.

Discuss about approach and research design, attendance of the research, setting of the research, data and data resources, data collection, data analiysis, validity of data and research procedure.

CHAPTER IV: EXPOSURE DATA AND RESULET OF RESEARCH

This chapter presents the results of data obtained by researchers at the Location and object of research are determinde. So the data is valid obtained related to the title of the study that examined.

CHAPTER V: DISCUSSION

This chapter presents the researchers thought about about theories that researchers understand the results with data obtained in the field, so that the obtained difference and gap between theory with reality that is happening in the field.

CHAPTER VI: CLOSING

This chapter presents the conclusions derived from the study and some suggestion activies for the enhancement of research objects that need to be developed.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Assessment

a. The Definition of Assessment

Assessment is defined as the process traveled to get information used in order to make decision of students, curriculum, program, policy, the method or instrument education by an institution, organization or institution official who runs a certain activity. According regulation ministry of education and culture number 3 in 2017 assessment is “proses pengumpulan dan pengolahan informasi untuk mengukur pencapaian hasil belajar peserta didik.”⁶ Gronlund and Linn in Hamzah said that,

Assessmen adalah suatu istilah umum yang meliputi prosedur yang digunakan untuk mendapatkan informasi tentang belajar siswa. Assessment dalam pembelajaran adalah suatu proses atau upaya formal pengumpulan informasi yang berkaitan dengan variabel-variabel penting pembelajaran sebagai bahan dalam pengambilan keputusan oleh guru untuk memperbaiki proses dan hasil belajar siswa.⁷

Assessment is a general term covers the procedures used to get information about student learning. Assessment in learning is a process or formal effort the collection of information related to important variables learning as materials in making decision by teachers to fix the results of the process and student learning.

⁶ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 3 Tahun 2017 tentang Penilaian Hasil Belajar oleh Pemerintah dan Penilaian Hasil Belajar oleh Satuan Pendidikan.* (<http://kemdikbud.go.id>, accessed on 21 Januari 2017 at 08.30 pm).

⁷ Hamzah, *Assessment Pembelajaran*, (Jakarta: Bumi Aksara, 2012), p. 2.

Assessment is processing information doing by teacher for measure achievement's students from various aspect, there are attitude, knowledge and skills.

Assessment simply can be defined as the measurement process and non measurements to obtain data the achievement's students. In the assessment teachers are faced with 3 a term often confused their mean or even often also used together, namely the term evaluation, assessment, and measurements. The following table the relationship between the three.

Evaluation	Assessment	Measurement
Kegiatan identifikasi untuk melihat apakah kegiatan pembelajaran yang telah direncanakan telah tercapai atau belum	Penerapan berbagai prosedur, cara dan penggunaan beragam alat penilaian untuk memperoleh informasi tentang hasil yang tercapai dari siswa	Proses pemberian angka dari suatu tingkatan yang mana siswa telah mencapai kompetensi tertentu.
Evaluasi berhubungan dengan keputusan nilai.	Penilaian menjawab pertanyaan tentang sebaik apa hasil belajar siswa.	Pengukuran berhubungan dengan proses pencarian atau penentuan nilai kuantitatif tersebut.

Table 2.1 (Relationship between Evaluation, Assessment, Measurement)⁸

Based on table above, excat word to used is assessment.

Assessment is Application of the various procedures, the use of means and diverse assessment tool to obtain information about results of students achieved. answer questions about how well the study results students.

⁸Kunandar, *Penilaian Autentik*, (Jakarta: Rajagrfindo Persada, 2014), p. 68.

b. The Principles of Assessment

The Principles of Assessment is serve as a basis assessment in learning. Base on Ministry of Education and Culture the principle of assessment covering, “*Shahih, objektif, adil, terpadu, terbuka, menyeluruh dan berkesinambungan, sistematis, beracuan kriteria, dan akuntabel.*”⁹

- 1) *Sahih*, assessment based on data that reflects the capability of being measured.
- 2) *Objektif*, assessment based on procedures and clear criteria, not affected subjectivity of the assessors.
- 3) *Adil*, assessment unfavorable or not hurt for students because with special needs disabled athletes and distinction background religion, tribe, culture, customs, socioeconomic status, gender.
- 4) *Terpadu*, assessments by educator is one components inseparable from learning activities.
- 5) *Terbuka*, assessment criteria and basis decision making known to interested parties.
- 6) *Menyeluruh dan berkesinambungan*, assessments by educator includes all aspects of competence and using techniques in accordance with competence to be controlled students.
- 7) *Sistematis*, assessment planed and gradually following steps.

⁹ Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

- 8) *Beracuan kriteria*, assessment base on achieve competence.
- 9) *Akuntabel*, can responsible assessment, began from technique, procedures, and as a result.

c . The Characteristic Primary School Assessment

In primary school, there are 3 aspect will be assessed, namely attitude, knowledge and skill. Based on Ministry of Education and Culture Characteristic Primary School assessment are, mastery learning, authentic, continuous, use various technique, and based on reference criteria.¹⁰

1) Mastery Learning

Mastery learning is minimum achievement from each lesson competence that must be controlled by students in the certain period.

Ketuntasan aspek sikap (KI-1 dan KI-2) ditunjukkan dengan perilaku baik peserta didik. Jika perilaku peserta didik belum menunjukkan kriteria baik maka dilakukan pemberian umpan balik dan pembinaan sikap secara langsung dan terus-menerus sehingga peserta didik menunjukkan perilaku baik. Ketuntasan belajar aspek pengetahuan (KI-3) dan keterampilan (KI-4) ditentukan oleh satuan pendidikan. Peserta didik yang belum mencapai ketuntasan belajar diberi kesempatan untuk perbaikan (remedial teaching), dan peserta didik tidak diperkenankan melanjutkan pembelajaran kompetensi.¹¹

Coaching attitude directly and persistently until students

Mastery attitude aspects indicated by good attitude students. If

¹⁰ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 53 Tahun 2015 tentang panduan penilaian Sekolah Dasar* (<http://kemdikbud.go.id>, accessed on 21 October 2016 at 02.30 pm).

¹¹ *Ibid.*

attitude students have not shown good criteria, teacher give feedback show good attitude.

Mastery knowledge and skills aspects determined by a unit of education. If students have not reached mastery, teacher give remedial teaching, and students are not allowed to continue learning before the competence completed. Criteria Completed learn referred to know competence already or not controlled by students. Through this way, teacher know as early as possible difficulty students so that the less competence can be improved.

2) Authentic

The assessment is measuring holistic competence. The attitude, knowledge, and skill considered simultaneously in accordance with real conditions. Assessment conducted to know competence achieve's students tied with the real word not the school world. Hence, in assessing used various forms and technique. Authentic assessment not only measuring what known by students, but more emphasis measuring what could be undertaken by student.

3) Continously

Assessment doing by constantly and sustainable during learning. The goal is to get a whole about develop acieve's students, monitoring the process, progress, and improved results

constantly using various forms assessment.

4) Use Variation Technique

The attitude, knowledge, and skill using techniques assessment in accordance with the characteristics of competence to be assessed. The various methods or technique assessment can be used, as written tests, speech tests, assignment, job assessment (practices and products), project, portfolio, and observation.

5) Base on reference criteria

Students not compare with their group, but compared to completed learn. completed learn criteria set by a unit of education considering charecteristic students, characteristic of subjects, and conditions of education.

d. Assessment in Islamic Prespective

Assessment is a set of educational activities that determine on a case to find out the achievement of the ultimate goal of education and teaching in accordance with programs of diverse subjects. Assessment focuses on the educational process.¹²

In the koran and *hadits*, many encountered benckmark assessmet in islamic education. For example benchmark on perfect prayer is to prevent people from indecency and evil. Bencmak for a believer is a person's character when in solemn prayers and pay

¹² Ramayulis, *Islamic Education* (Jakarta: Kalam Majesty, 2002) p. 22

zakat. Benmack for a *munafiq* is a person's character when lie in speaking, reneges on promise, and treasonous if given the confedence.

Term assessment in islamic discourse can not be found matching definite, but there are term limited which leads to the meaning of the assessment. Here is an explanation of these terms.

1. *Al-Hisab* meaning thought, interpret and calculate.

وإن تبدوا ما في أنفسكم أو تخفوه يحاسبكم به الله فيغفر لمن يشاء ويعذب من يشاء والله على كل شيء قدير¹³

"Whether you show what is within yourselves or conceal it, Allah will bring you to account for it. Then he will forgive whom he wills and punish whom he wills, and Allah is over all things competent "(QS. *Al-Baqara*: 284).¹⁴

2. *Al-bala* meaning a trial, a test.

الذي خلق الموت والحياة ليبلوكم أيكم أحسن عملا وهو العزيز الغفور¹⁵

"(He) who created death and life to test you (as to) wich of you is best in deed and he is the exalted in might, the forgiving." (QS. *Al-Mulk*: 2).¹⁶

3. *Al-hukum* meaning the verdict or sentence.

إن ربك يقضي بينهم بحكمه وهو العزيز العليم¹⁷

¹³ Departemem Agama, *Al-Qur'an dan Terjemahan*. (Bandung: Jumunatul Ali Art, 2005), p. 49.

¹⁴ *Qur'an in English* (Tanzil: International Quranic Project <http://tanzil.net>, accessed on 17 April 2017 at 02.30 pm).

¹⁵ Departemem Agama, *op.cit.*, p. 562.

¹⁶ *Qur'an in English*, *loc.cit.*

"Indeed, your lord will judge between them by his (wise) judgement. And he is the exalted in might, the knowing." (QS.An-Naml:78)¹⁸

4. *Al-qodha* meaning the verdict.

قالوا لن نؤثرك على ما جاءنا من البينات والذي فطرنا فاقض ما أنت قاض إنما تقضي هذه الحياة الدنيا¹⁹

"They said: "Never will we prefer you over what has come to us of clear proofs and (over) he who created us. So decree whatever you are to decree. You can only decree for this wordly life." (QS. Thoha: 72)²⁰

5. *Al-nazhr* meaningful look.

قال سننظر أصدقت أم كنت من الكاذبين²¹

"(Solomon) said." We will see whether you were truthful or were of the liars." (QS.An-Naml: 27)²²

In Islamic education, the purpose of the assessment is more emphasis on the mastery of attitudes than cognitive aspect. Emphasis is intended to determine the ability of learners who includes 4 case is as follows.

1. Attitudes and experiences on his personal relationship with god.
2. Attitude and experience on relationship with the community.

¹⁷ Departemem Agama, *op.cit.*, p. 384

¹⁸ *Qur'an in English, loc.cit.*

¹⁹ Departemem Agama, *op.cit.*, p. 316

²⁰ *Qur'an in English, loc.cit.*

²¹ Departemem Agama, *op.cit.*, p. 379

²² *Qur'an in English, loc.cit.*

3. Attitude and experience of the meaning of relationship with the natural surroundings and the attitude and outlook towards himself as the servant of the gods, members of the public, as well as the caliph gods.²³

2. Thematic Scientific

a. The Definition of Tematic Scientific.

Thematic Scientific is Observing, questioning, experimenting, associating, and networking information in various lesson wich covering some theme. Barringer in Yunus said that,

Pembelajaran Scientific merupakan pembelajaran yang menuntut siswa berpikir sistematis dan kritis dalm upaya memecahkan masalah yang penyelesaiannya tidak mudah dilihat. Pembelajaran ini akan melibatkan siswa dalam kegiatan memecahkan masalah yang kompleks melalui kegiatan curahan gagasan, berpikir kreatif, melakukan aktivitas penelitian, dan membangun konsep pengetahuan.²⁴

Scientific learning is demanding students think systematically and critical in an effort to solve problems that the not easily seen. This learning will involve student to solve the complex problem through the torrent of ideas, creative thinking, research activity, and build the concept of knowledge.

Dyer in Ridwan said that,"Pengamat yang baik akan selalu mempertanyakan suatu kondisi yang ada dengan mengajukan ide baru, mereka juga aktif membangun jaringan untuk mencari ide

²³ Haitami Salim *Study Islamic educational science* (Jakarta: Kalam Majesty,2002) p. 241

²⁴ Yunus Abidin, *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*, (Bandung: PT Refika Aditama, 2014), p. 125.

baru, menyarankan ide baru, atau menguji pendapat mereka.”²⁵

Good observers will always questioning a condition that is by asking new ideas. They also active develop network to find and suggesting new ideas, or test their opinion. Based on the description above, thematic scientific having components learning include: observing, questions, gather information, think, forming a network or communication.

b. The Priciples of Thematic Scientific

The principles of thematic scientific is serve as a basis assessment in learning. Base on ministry of education and culture the Priciples of Tematic Scientific are:

- 1) Student center
- 2) Self concept of learning
- 3) Avoid verbalisme
- 4) Learning promote a capacity think students.
- 5) Learning increased motivation study
- 6) Give opportunity to exercise in communication.
- 7) The process of validation the concept, law, and principles construction by students in an existing cognitive structure.²⁶

²⁵ Ridwan Abdullah Sani, *Pembelajaran Sainifik untuk Implementasi Kurikulum 2013*, (Jakarta: Bumi Aksara, 2014), p. 53.

²⁶ *Ibid.*

c. Thematic Scientific activity

Thematic scientific having components learning include observing, questions, gather information, think, forming a network or communication. Activity learned in the thematic scientific can be explained in table as follows:

Activity	Learn Activity
Observing	See, observing, heard, (without review with tool)
Questioning	Asking questions from the factual until it that are hypothesis, begins with teacher guidance on their own (to be a custom)
Experimenting	Determine the necessary data from questions posed , determine the data (objects, documents , books) collect data
Associating	Analyzing data in the form of making category, data determine hubungan or category, conclude from the results of an analysis of data; started from unstructured-uni structure- multistruktur- complete structure.
Networking	Pass on the konseptualisasi in verbally , writing, diagram, chart, drawing or other media

Table 2.2 (Thematic scientific activity)²⁷

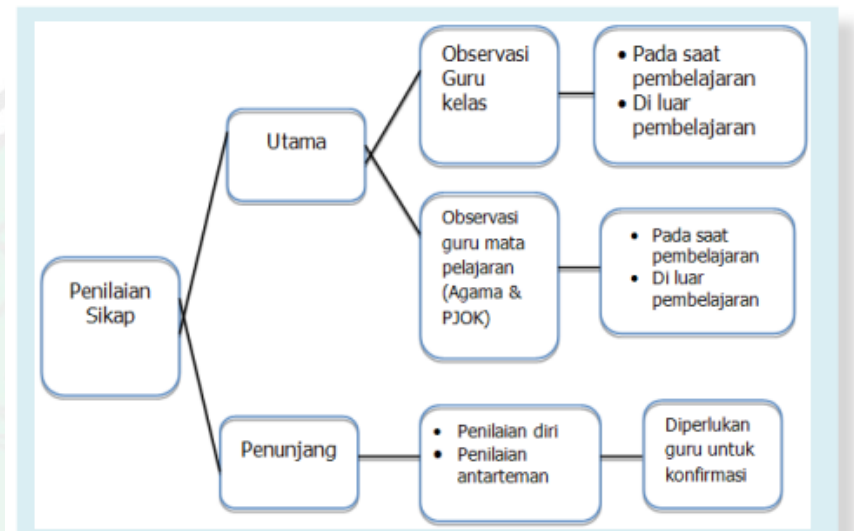
3. Implementation Assessment on Thematic Scientific

a. Attitude Assessment

Attitude assessment is intended as a assessment attitude of the students in the learning process that includes spiritual and social attitudes. Attitude assessment have characteristics that are different from the assessment of knowledge and skills so that the assessment

²⁷M.Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 39.

techniques used are also different. In this case, the assessment of the attitude is more aimed at fostering behaviour in the framework of the formation of the character of learners.



Picture 2.1 (The scheme of attitude assessment)²⁸

1) Planning Attitude Assessment

In the performance assessment of the attitude, educators can plan the attitude indicator will be observed according to the characteristics of the learning process that will be conducted. For example, conduct cooperation in the group discussion and neatness in the practical work. In addition, the assessment of attitudes can be done without planning, such as unexpected attitude that appears during the learning process and outside of the learning process. The attitude of the observations noted in the journal.

Assessment of attitudes conducted by the classroom teacher, the

²⁸ Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

teacher of the subjects of religion and manners, sport teacher, and builders of extracurricular activities. Master class collect data from the results of attitudes conducted by teachers of other subjects, then summarize into a description (not the number or scale).

Students who behave very well stand out given the award, while learners who behave less well are given coaching. Spiritual and social attitude assessment reported to parents and stakeholders at least twice in one semester. The final results of the assessment of the attitude of the processed into the description of the attitude expressed in the report card. learners. It was reported at the time also found there was an attitude or social attitudes that stand out will be need to be given coaching.²⁹

Planning the assessment made on the basis of attitude of KI-1 and KI-2. Educators plan and establish an attitude that will be assessed in accordance with the learning activities learning. On the assessment of the attitude outside learning educators can observe other attitudes that emerge naturally. Assessment planning measures attitudes as follow:

- a) Determine attitude to be developed at school referring to *Kompetensi Inti* (KI)-1 about spiritual (obedience of worship, behave thanks giving, prayer before and after doing

²⁹ Peraturan Kemertrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang panduan penilaian Sekolah Dasar (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

something, tolerance in worship) and *Kompetensi Inti* (KI)-2 about social (honest, discipline, responsibility, manners, care, confident).

- b) Determine indicators in accordance with attitude competencies to be developed.
- c) Design learning activities that can bring up attitude competence. Because KI-1 (spiritual) and KI-2 (social) not a direct lessons, so teacher must design learning according theme and sub-theme also *Kompetensi Dasar* (KD) from KI-3 (knowledge) and KI-4 (skill).
- d) Teachers prepared form assessment, the indicators was formulated used as a guide teachers in making sheets attitude assessment. The form are:

(1) Journal

Journal is matrix form that must be filled by teachers based on attitude students in one semester. The implementation observation of activities filled when learning and outside learning. Observations concluded in the journal development attitude form.

(2) Self assessment

Self assessment is used to ask students to explain about advantages and disadvantages of their self in the context getting competence. Self assessment is used to

match perception of self with the fact. This assessment would be needed only to confirm if teachers necessary.

(3) Assessment between Friends.

Assessment between Friends is used ask students to evaluate their friend daily. Assessment between Friends is used to match perception of self students with their friends and fact. It is also as confirm assessment was done by teachers.³⁰

2) Implementing Attitude Assessment

The attitude assessment accordance with the approach learning wich doing at the time of learning and outside learning.

Procedure implementing attitude assessment are:



Picture 4.2 (The groove implementing attitude assessment)³¹

a) Observing attitude students at the time and outside learning

Instrument that used is observation or journal sheets

³⁰Peraturan Kemertrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang panduan penilaian Sekolah Dasar (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

³¹Ibid.

accordance with approach learning and attitude will be assessed and in outside learning, teacher observing attitude assessment in the library, canteen, and others place in school.

b) Record attitude students use attitude form

Students who demonstrate prominent attitude positive and negative will be recorded in the journal by teachers at the one period. Class teachers use a attitude form for one class be their responsible, while lesson teachers use a one attitude form on class that teach. Coach extracurricular give result of assessment at least on mid and the end of the semester. The assessment will be process through in the council of teachers to determine report on the students.

c) Follow up observations

The results observations and records about attitude students will be discussed by all teachers at least two times in one semester. The discussion to follow up result attitude assessment of students. Basically every students assumed to well behave, but the results of the assessment can be increase and decrease. As a follow-up for students who have increased, need to be given an award both in the verbal and non-verbal, while for students of decreasing attitude needs to be given guidance program or motivation.³²

³² *Ibid.*

3) Processing Attitude Assessment

The attitude assessment recapitulated every one theme done by teachers. This data assessment discussed at least twice a year. The scores will produce a description of the students. Steps to make a description of score for a semester:

- a) Grade teachers and lesson teachers make a group about attitude students written in the journal include spiritual and social attitudes.
- b) Grade teachers recapitulated the attitude in a semester (the period can be adapted to suit consideration unit of education).
- c) Grade teachers collect short attitude description from lessons teachers (sport and religion) and the civitas (extracurricular, janitor and school security guards). With regard short description spiritual and social attitude from lessons teachers, grade teachers concluded or formulate a description of the spiritual and social every students.
- d) The teacher summed and formulate description social and spiritual attitude from every learner.

The following are the signs formulation about description of the attitude for a semester:

- a) Description of attitude using sentence to motivate by positive words and avoid contrast phrases , for example: ...

but still need to increase in ... or ... still need to guidance in terms of ...

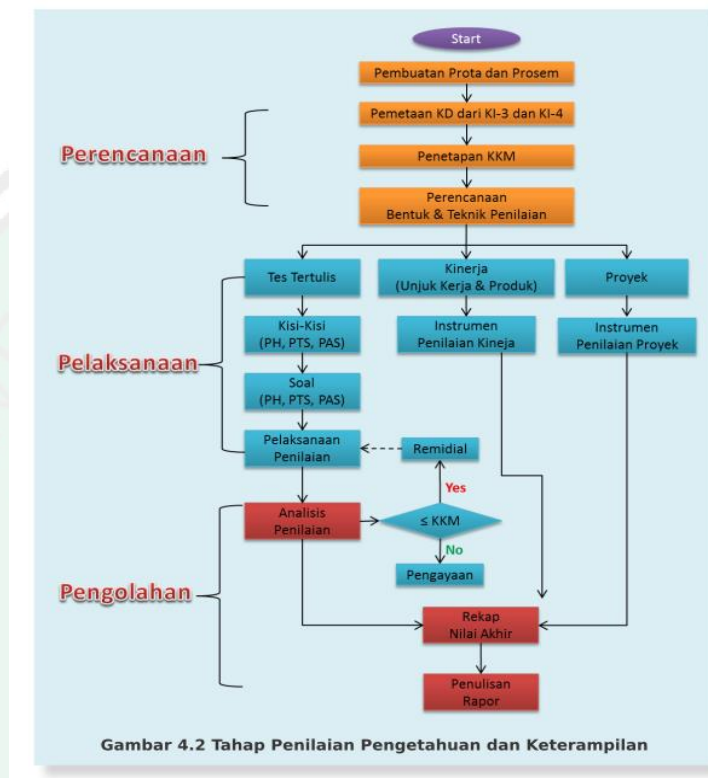
- b) Description of attitude mention the development attitude of the students very good, good, or begin of developing.
- c) When students no record anything in the journal, the attitude of the students assumed is good.
- d) With the provisions that if developed for a semester, a description of the students based on the students in the last semester. Hence, before the end of the semester description attitude formulated, lessons teachers and grade teachers must be examine the journal over all until the end of the semester to see if there is a note indicating that if the students have become very good, good, or began of developing.
- e) If students having notes less good attitude in journal and students have not show positive attitude, so it is can discussion in the forum of teachers at the end of the semester.³³

b. **Knowledge and Skill Assessment**

Assessment of knowledge and skills can be performed separately or integrated. Basically, at the time of assessment of skills is done, knowledge assessment directly can do. Assessment of knowledge and skills should refer to mapping the basic

³³ *Ibid.*

competence that comes from KI and KI-3-4 in the period. This is a stage in doing the assessment of knowledge and skills.



Picture 4.3 (Steps of knowledge and skill assessment)³⁴

1) Planning Knowledge and Skill Assessment

Teacher must be ready before implementing knowledge and skill assessment, there are:

a) Annual Program

The annual programme is the planning that contains among plan allocation of the year, plan time assignment of the year. For exsample school set the number of effective learning days in one year for at least 200 days

³⁴ Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

and at most 245 days.

Annual program prepared and developed before the lessons started, because the Annual Programme is the guidelines for develop subsequent programs, such as Semester Programs, Syllabus. The plan of implementation of the learning. The steps annual program are:

- (1) Examines the number of themes and subtheme on class
- (2) Marking the holidays, the first year of lessons, effective week, Holidays on academic calendar include:
 - (a) Interlude on middle semester
 - (b) Interlude end of semester
 - (c) Holiday on the end year
 - (d) religious holidays
 - (e) National holidays
 - (f) Special holiday
 - (g) Activities of the special education unit
- (3) calculate the number of effective weeks in year.
- (4) Distribute allocation time effective learning into the subtema.

Components in drawing up the Annual Programme: identity (lessons and year of learning), and Format fields (among themes, subtema, and the allocation of time for learning).

The development and study of the preparation annual Program, there are a variety of alternative formats about annual programs. Thus educators have the freedom to determine the format of the annual program.³⁵

b) Semester Program

Semester program is the elaboration of the annual program so that the program could not be arranged before the annual programs are clustered. The steps the design program of the semester are:

- (1) Reviewing the education calendar and characteristic unit of education based on the needs of unit level education.
- (2) Marking the holidays, the first year of lessons and effective learning time (every week). Holidays include:
 - (a) Interlude on middle semester
 - (b) Interlude end of semester
 - (c) Holiday on the end year
 - (d) religious holidays
 - (e) National holidays
 - (f) Special holiday
 - (g) Activities of the special education unit

³⁵ *Ibid.*

- (3) Calculate the number of days of Effective Learning and hours of Effective Learning every month and semester in one year.
- (4) Calculate the number of hours of instruction (JP) in accordance with the provisions contained in the structure of the curriculum. Let's say on the structure of the curriculum, the class I learned loads in one week as many as 30 JP, so JP Thematic can be calculated as follows: JP Thematic class I = $30 \text{ JP} - 4 \text{ JP} = 26 \text{ JP}$.
- (5) Distribute allocation of time provided for a subtema as well as consider the time for assessment and review material.

Program Semester contains great lines about things that are about to be implemented and achieved in the semester. In general this semester program contains: Identity (unit of education, lessons, class/semester, year of lessons) and Format fields (themes, sub themes, learning to time allocation, and detailed information every week, and filled when the implementation of the learning takes place.

c) Mapping *Kompetensi Dasar* (KD) every lessons

Mapping KD or basic competence is used as a basic design assessment activities every theme and sub theme, and

every sub theme and learning.

d) Determining *Kriteria Ketuntasan Minimal* (KKM)

Determining KKM is used to considered rate ability of students, complexity competence and suporting resources in the school, facilities in the learning. A unit of education is expected to increase KKM is constantly to achieve ideal criteria. It must be considered in determining KKM are:

- (1) Count the KD for each subject any class.
- (2) Score for every aspect/components, adjust to the ability of every aspect.

(a) Aspect of Complexsity:

If KD is more complex or difficult so the score is low, and if KD is easy so the score is high.

(b) Aspect of support resource

If the support resourch is more higher so the score is high.

(c) Aspect of intake

If intake of students is more high so the score is high.

- (3) Count the Score every component, then divided 3 to determine KKM every KD.

- (4) Count the score every KKM on KD, then divided by the number of KD to determine KKM subjects.

(5) Each KKM subject to any class not same, but base on complexity of KD, capacity, and the potential students.

e) Design technique and design assessment instruments

The assessment is designed base on the results KD mapping that is has done. Every assessment need different instruments. If the test assessment use question instruments. If the non tests assessment use checklist or rubric instruments.

Assessment instrument is instrument that is used to assess the competence of students, the instrument chosen according to type of assessment.³⁶

2) Implementing Knowledge and Skill Assessment

a) Implementing Knowledge Assessment

The knowledge is not just from writing test, but it can also by speech test, and task. The tests are conducted as a daily, mid semester, and the end of the semester.



Picture 4.4 (The sceme knowledge assessment)³⁷

³⁶ *Ibid.*

³⁷ *Ibid.*

(1) Written Test

Written test is a test question and answer in writing, among others in the form of multiple choice, stuffing, true and false, betrothed and descriptions. Step written test instruments developed by following : conduct analysis KD, devise lattice reserved in accordance with KD, compose the lattice based on KD, writing question based on the lattice and the rule writing quetions, devise guidelines for scoring. Written test consist of daily assessment, assessment on middle semseter and assessment on the last semester.

(a) Daily Assessment

The daily Assessment is called as *Penilaian Harian* (PH). It is carried out after completing learning one sub-theme. In practice, daily assessment may include writing tests, speech, or role as required by teachers. The daily assessment is to repair learning and also as fill raport. Daily assessment with test technique must be do minimm at once to a theme. The knowledge gained from the daily written is *Nilai Penilaian Harian* (NPH), the scale score is 0-100.

(b) Assessment on Middle Semester

The assessment on Middle semester is called as *Penilaian Tengah Semester* (PTS). It is carried out after

completing half of the sum themes in one term of 8-9 week learning effective. PTS serves to repair learning for half semester and charging achievement's students. PTS Instrument prepared based on a lessons in accordance with KD are assembled an integrated. The knowledge gained from PTS written is *Nilai Penilaian Tengah Semester* (NPTS), the scale score is 0-100.

(c) Assessment on The Last Semester

The last semester is called as *Penilaian Akhir Semester* (PAS). It is takes place after completing the entire of theme or in the first semester learn effective. PAS shaped writing tests and serves to repair learning for a semester and as charging achievement's students. PAS instrument prepared based on a lessons in accordance with KD are assembled and integrated. The knowledge gained from PAS written is *Nilai Penilaian Akhir Semester* (NPAS) that is final score semester and the scale score is 0-100.³⁸

(2) Speech Test

Speech Test in the form of questions, commands, quizzes are given verbally and teacher respond to questions verbally. The speech test was aimed at fosing bold for say opinion, check out their mastery of knowledge for

³⁸ *Ibid.*

improvement of learning, confidence, and ability to communicate effectively.

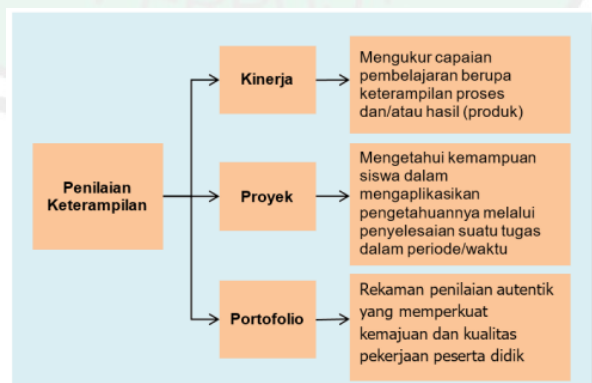
Steps speech test are: conduct analysis KD, compose lattice reserved in accordance with KD, make question or instruction, arrange score guideline, provide follow-up about result speech test.

(3) Assignment

The assignment is giving assignment to the students to gauge knowledge and facilitate students for increase knowledge. The assignment can be done by individual or group according the characteristics of the assignment. These assignment can be undertaken in the school, home, or outside of school.

b) Implementing Skill Assessment

Technique is used to skill assessment namely performance, project, and portfolio. The scale score is 0-100.



Picture 4.5 (The sceme of skill assessment)³⁹

³⁹ *Ibid.*

(1) Performance

Performance is prioritizing process observing activities of doing something. This assessment suitable to assess achievement competence demanding students perform a particular task as: sing, the practice of worship, sports practices, presentation, role playing, playing music instrument, read, and so on. Beside that, performance also show by product. It is skill ability of students to produce a product, art, technology, and so on.

(2) Project

Project assessment is assessment activities must be done by certain period. That activities are from planning, collecting data, organizing, processing, display data, and report data. There are 4 things to considered project assessment: processing ability, relevance, original, inovation with creativity.

(3) Portofolio

Portfolio was recording assessment that strengthens progress and quality of work students. The portfolio can shaped largeness students can be seen as lapbook (can be transferred various the work of art); products containing photo albums, video, audio; stopmap or bantex (contains of tasks); book first until sixth grade

students are arranged based on the curriculum 2013.⁴⁰

3) Processing Knowledge and Skill Assessment

Reports of attitude description based on observations by teachers. Attitude assessment reported in the form of the predicate and knowledge and skill assessment reported in the form of the predicate and description. The score of knowledge and skill processed quantitatively using scale figures 0 - 100 and make capacity description of these students. Description of the form of a positive sentence every *Kompetensi Dasar* (KD). There are steps to processing knowledge and skill assessment.

(1) Assessment Analysis

Assessment analysis conducted each finished daily assessment every subtheme, assessment on middle semester, and assesment on the last semester. Whereas skill assessment analysis assessment carried out on the recapitulation from the project result, performance result, and portofolio students. Aspects of the skills assessed based on existing basic competence every sub themes and then get average to be skill score every theme.⁴¹

⁴⁰ *Ibid.*

⁴¹ *Ibid.*

Tabel 4.21 Contoh Analisis Penilaian

ANALISIS PENILAIAN

Kelas : I
Tema : 1. DIRIKU
KKM : 70

NO	NAMA	Isian															PPKn	B. INDO		MATEMATIKA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	3.2	3.3	3.4	3.1
		Bobot Soal															Nomor Soal			
		2	2	2	2	1	1	1	2	2	2	2	1	1	2	2	[1,2,3,4]	[8,9,10,11]	[5,6,7]	[12,13,14,15]
1	Arora	0	2	2	2	1	1	0	0	2	2	2	1	1	2	2	75	75	67	100
2	Fani	2	2	2	0	1	1	1	2	2	2	0	1	1	2	2	75	75	100	100
3	Dino	2	2	0	2	1	1	1	2	0	2	2	1	0	2	2	75	75	100	83
4	Lukito	2	2	0	2	1	1	1	2	0	2	2	0	1	2	2	75	75	100	83
5	dst																			
RATA-RATA NILAI																	75	75	92	92
NILAI TERTINGGI																	75	75	100	100
NILAI TERENDAH																	75	75	67	83

Picture 4.6 (knowledge analysis)⁴²

(2) Determine Final Score

Counting of final score every basic competence can be carried out in accordance with the assessment activities undertaken and the weighting. For calculating final score every basic competency based on score daily assessment (*Penilaian Harian* called *PH*), score of assessment on middle semester (*Penilaian Tengah Semester* called *PTS*), and score of assessment on the last semester (*Penilaian Akhir Semester* called *PAS*). Then counting final score with formula.

$$NA\ KD = \frac{(2 * NPH) + NPTS + NPAS}{4}$$

$$NA\ KD\ 3.1 = \frac{2(80) + 75 + 70}{4} = 76$$

(3) Determine Predicate and Score Description

The range predicate can use one of the same size in one school. For example, the criteria of Minimum educational unit is 60, means the predicate simply started from the score 60. The range of subjects for all predicate using the following

⁴² Ibid.

formula:⁴³

$$\text{Rentang Predikat} = \frac{\text{nilai maksimum} - \text{KKM}}{3} = \frac{100 - 60}{3} = 13.33$$

***Keterangan:** angka 3 pada rumus diperoleh dari jumlah predikat selain D (A, B, dan C)

The following table examples range predicate based on mastery learning criteria unit of education.

KKM Satuan Pendidikan *)	Panjang Interval	RENTANG PREDIKAT			
		A (Sangat Baik)	B (Baik)	C (Cukup)	D (Perlu Bimbingan)
80	20/3=6,7	93<A≤100	86<B≤93	80≤C≤86	D<80
75	25/3=8,3	92<A≤100	83<B≤92	75≤C≤83	D<75
70	30/3=10	89<A≤100	79<B≤89	70≤C≤79	D<70
65	35/3=11,7	88<A≤100	76<B≤88	65≤C≤76	D<65

Table 2.3 (Range of predicate in accordance KKM)⁴⁴

c. Utilization and Follow up Assessment

The result analysis of knowledge and skills assessment get information that students have reached and have not reached *Kriteria Ketuntasan Minimal* (KKM). For students are not reached KKM, they have to do remedial, and for students have reached KKM, they will be given enrichment.⁴⁵

1) Remedial

- a) Identificate the problems learning, base on the analysis daily assessment and task. Learning problems can be categorize as being the problem in uniqueness students, teaching matter, and learning strategies.

⁴³ *Ibid.*

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

- b) Arrange plan base on problems (uniqueness students, learning matter, and strategies learning).
- c) Implementing remedial, who made individually, group, and classical using multi methods and multi media.
- d) Implementing the program remedial to know the success of students.
- e) Activity in learning remedial teachers, provide additional explanation or example, use strategy learning that is needed, review learning ago, using different forms of media.⁴⁶

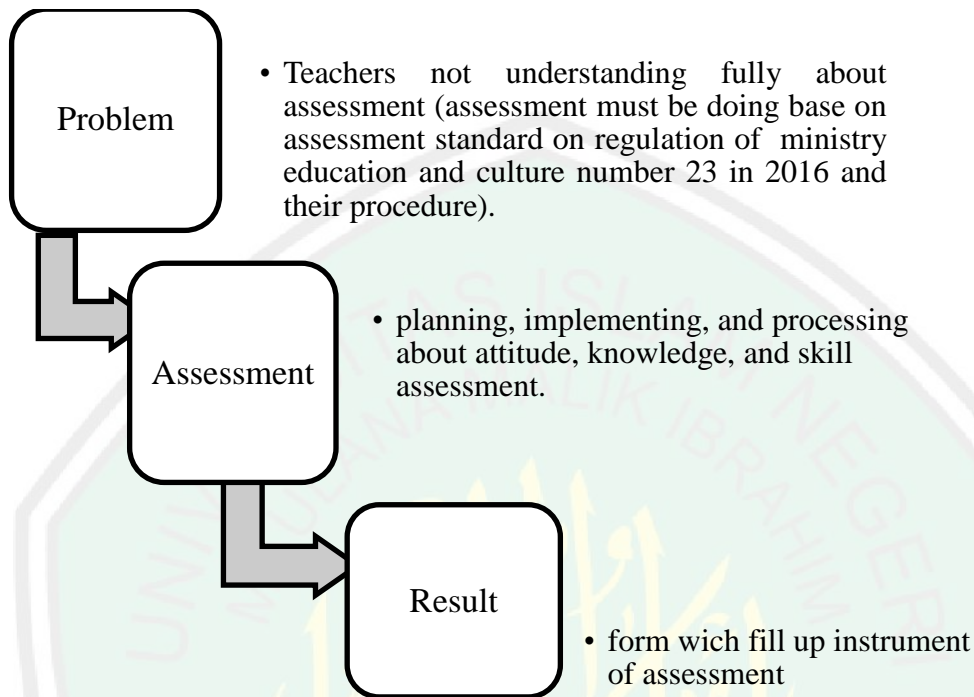
2) Enrichment

- a) Identification through observation learning, students have indicated feature more than his friends (can characterized by mastery material quickly and took a shorter, so students the remaining often have more, because it can be complete a task or over matter quickly).
- b) Based on the identification, teachers can plan enrichment program of instruction, for example independent study and / or group , solving problems, was tutoring age.
- c) Teachers provide enrichment for students who have the ability that is more than other friend.⁴⁷

⁴⁶ *Ibid*

⁴⁷ *Ibid.*

B. Framework of Thinking



This research done because many teachers not understanding fully about assessment (assessment must be doing base on assessment standard on regulation of ministry education and culture number 23 in 2016 and their procedure on number 53 in 2015). After that, this research will be search about planning, implementing, and processing about attitude, knowledge, and skill assessment. After that, this result of research is form wich fill up instrument of assessment.

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

This research is used qualitative research, described as a phenomenon in accordance with the facts experienced by the subject of research and presenting the data in the form of word and language. Malterud in Sari Wayuni said that,

Qualitative research called naturalistic inquiry, developed within the social and human sciences, and refers to theories on interpretation (hermeneutics) and human experience (phenomenology). They include various strategies for systematic collection, organization and interpretation of textual material obtained while talking with people or through observation. The aim of such research is to investigate the meaning of social phenomena as experienced by the people themselves.⁴⁸

B. Attendance of the Researcher

Researcher is acted as a key instrument in terms of data collection. Therefore, the researchers collect data themselves through observation, interviews and documentation.

The researcher meant as an interviewer and observer that are continuously doing research to get the validity of data from observations, interviews, and documentation. In this research, researcher has a full role as an observer to get the data needed for the research. Therefore, the researcher plunge into the field to interview the teacher at fifth grade about assessment on thematic scientific, so get the data needed for the research.

⁴⁸Sari Wahyuni, *Qualitative Research Method*, (Jakarta: Salemba Empat, 2012) p. 2.

The researcher should try to avoid the subjective effect and maintain a natural environment for the process or activity, which examined the case as usually. The researcher should throw away any intervention on the environment research.

C. Setting of the Research

The research discusses the assessment on thematic scientific took place at Fifth grade MIN 2 Kota Malang . One of favorite school in Malang city. This school located in the elite urban areas and strategic geographical location that is easily accessible by students from various regions and the transportation is supportive. The location is Kematren street II/26 Bandungrejosari, Sukun, Malang city.

The researcher takes the research location at MIN 2 Kota Malang because when researcher conduct the preliminary observation found that school is pilot project for implementation assessment on thematic scientific. That school has an accredited A, that school is an excellent capable, well established, and is ready to apply the assessment on thematic scientific.

D. The Data and Data of Resources

Data of research is the main material (words, action, and documents) that can be processed and analyzed to answer the research question. Data is some information from the object the research that helps the researcher answer the problems in the research. Data of qualitative inquiry is most often people's words and actions and thus requires methods that allow the researcher to capture and attitude. To describe the data and data sources used

in this research will present in tabular form as follows:

No	Data	Data Sources	Technique
1.	Planing assessment	Teacher	Interview
		Form Planning assessment	Documentation
2.	Implementing assessment	Teacher	Interview
		Thematic scientific learning	Observation
		Form Implementing assessment	Documentation
3.	Form processing assessment	Teacher	Interview
		Form Processing assessment until achievement of student's	Documentation

Table 3.1 (The data and data resources)

E. Data Collection

Data collection techniques is very important, because the main purpose of research is to get data. Data collection techniques conducted by researchers in this research will be described as follows:

1. Interview

Interview techniques is used semi structured interviews. The technique is done so that the subject of research more open in providing data. Interview aimed to fifth grade teachers to obtain data began from planning, implementing, and processing assessment on thematic scientific.

Interview guidelines based on a guide assessment on regulation of ministry education and culture number 23 in 2016 includes planning, implementing, and processing assessment on thematic scientific at fifth grade MIN 2 Kota Malang covering attitude, knowledge, and skills.

2. Observation

Data collection is used observation technique, exactly technique non participatory observation. It is for observing and collecting data about implementation assessment on thematic scientific at fifth grade MIN 2 Kota Malang covering attitude, knowledge, and skill.

Observation guidelines based on a guide assessment on regulation of ministry education and culture number 23 in 2016 includes planning, implementing, and processing assessment on thematic scientific.

3. Documentation

Documentation is data about format a planning, implementing, and processing assessment on thematic scientific at fifth grade MIN 2 Kota Malang covering attitude, knowledge, and skill.

Documentation guidelines based on a guide assessment on regulation of ministry education and culture number 23 in 2016 includes planning, implementing, and processing assessment on thematic scientific.

There are data collection is used this research, to ease understand, researcher make some a instrument contained in the following table:

N	Focus of Research	Data Collection
1	How planning about assessment on thematic scientific at fifth grade MIN 2 Kota Malang ?	a. Guidance of interview is using to ask teacher about developing indicator of attitude assessment, mapping KD, how is the design instrument of assessment,etc. b. Guidance of documentation using to analyze form planning assessment

2	How implementing about assessment on thematic scientific at fifth grade MIN 2 Kota Malang ?	<p>a. Guidance of interview using to ask teacher about how observ and write attitude, knowledge, skill's students and ask to student about how is the manner of theacer to doing assessment.</p> <p>b. Guidance of observation is using to know assessment activity. This guidance is checklist wich include indicators from developing draft.</p> <p>c. Guidance of documentation is using to analyze entire the form.</p>
3	How Processing about assessment on thematic scientific at fifth grade MIN 2 Kota Malang ?	<p>a. Guidance of interview is using to ask teacher about how make score and description wich entire to raport or achievement's student.</p> <p>b. Guidance of documentation is using to analize achievement's students.</p>

Table 3.2 (data collection)

F. Data Analysis

Analysis qualitative research conducted before entering the field, during the field, and after finished in the field.

1. Analysis before entering the field

Before entering the field, researcher know many teacher of the primary not fully implement assessment on thematic scientific especially the attitude assessment. Researcher has conducted interviews with teacher at fifth grade MIN 2 Kota Malang too deep information about assessment on thematic scientific. It is get information that there are many teachers may not fully understand the concept of assessment on thematic scientific.

Teachers still difficulty in carrying out the assessment with

the correct procedure. Whereas, this assessment was regulated by the Ministry of education and culture number 23 in 2016. In those are complete guidelines assessment, began of sense, the principle, procedures and instruments attitude assessment, knowledge, and skills. If primary school teachers not appropriate guidelines for assessing, this can category as irregularities.

Based on the description above, researcher interested to analyzed data on planning, implementing and processing assessment on thematic scientific at fifth grade MIN 2 Kota Malang that have done in accordance with the directive assessment.

2. Analysis during the field

In this researearch, model is used Miles and Huberman Model. Miles and Huberman in Sugiyono said that, "Activity in data analysis was an interactive place in a continuous until completed, so the data saturated, namely data reduction, data display, conclusion."⁴⁹

a. Data Reduction

Reduce means summarizes data, focused on important things, and evacuate unnecessary. It is necessary because the longer researcher in the field, so will increase, complex, and complicated the data. In reducing data, this study focused on planning, implementation, and management assessment on

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R & D*, (Bandung: Alfabeta, 2014), p. 246.

thematic scientific at fifth grade MIN 2 Kota Malang Malang.

b. Data Display

The next step after reduce data is displays. Researcher display with descriptive text about planning, implementing, and processing assessment on thematic scientific. The data come from documentation, observations, interviews with teacher at fifth grade MIN 2 Kota Malang .

c. Conclusion

In this research, data of the planning, implementating, and processing assessment on thematic scientific are conclude to solve problems or to answer focus of the research.

G. Validity of Data

Researcher is used Triangulation for validity of data. Sugiyono said that, "This research using techniques triangulation to test the validity of data done by check the same source with different technique."⁵⁰ Denzin in Lexy said that,"Distinguish four types of triangulation as a technique, source, method, investigators, and theories."⁵¹

Researcher use technique triangulation, data is collected from the interview to teacher will be check to student (by interview), and also checked by observation and documentation. Beside that, Researcher

⁵⁰Sugiyono, *Op.cit*, p. 274.

⁵¹Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2007), p. 330.

also used source triangulation, data will be match with regulation ministry of education and culture number 23 in 2016 about guidance assessment on Primary school.

H. Research Procedures

Lexi said that, "Procedure of research divided into 3 phase, there are pre field, during on field, and data analysis."⁵² Following the research details.

1. Pre-field

a. Arrange the planning of the research

Researcher reading various literature regarding the present phenomenon, there are many teachers who did not understand fully about assessment on thematic scientific.

b. Choose setting of the research

Researcher choose a spot on MIN 2 Kota Malang that is one pilot project in implementation assessment on thematic scientific.

c. Processing permits

Researcher arrange the licensing required before making a research, letter from faculty and a letter from the ministry of religion.

⁵²Lexy J. Moleong, *Op.cit*, p. 127.

d. Explore and assess

The researcher is assess the situation in MIN 2 Kota Malang to prepare mental and physical, and prepare equipment that are necessary.

e. Chose and utilize Informan

Researcher Choose the informan namely Mr.Suroto,M.Pd as teacher at fifth grade MIN 2 Kota Malang and interviewing held before research. It was done to investigate what need by researcher before held research.

f. Prepared research equipment

After learning that required, researchers prepare supplies research.

g. The researcher ethics

Research understanding, reverence, and carry out on regulation's school.

2. During on Field

a. Understanding background of research and equipment

Researcher must be able to put herrselves and knows limitation, looking polite, and build good relations with the school residents.

b. Entire field

At this phase, researcher collect data using technique data collection prepared.

c. Participate while collect data

In this phase, researcher collect data and managing data until the data saturated and ready for analysis.

3. Data Analyze

Researcher analyze the data was collected to solve focus research.



CHAPTER IV

EXPOSURE DATA AND RESULT OF RESEARCH

A. Exposure Data

1. Profile of MIN 2 Kota Malang

The Name Of The School	: MIN 2 Kota Malang
NPSN	: 60720787
School Address	: Jln. Kemantren II/ 14A, Bandungrejo Sukun
Village	: Bandungrejo
Sub	: Sukun
City	: Malang
The province	: Jawa Timur
Zip Code	: 65148
Telp	: (0341) 804 186
School Status	: Negeri
Accreditation	: A
SK Accreditation	: 073/BAP-S/M/TU/XI/2012
No.SK Establishment	: Nomor 15 Tahun 1978
The date of establishment	: 06/03/1978
Operational Permit	: Kd.13.32/5/PP.03.2/2092/2010
SK name change	: 673 tahun 2016

2. History of MIN 2 Kota Malang

MIN 2 kota Malang is the islamic elementary school which is characteristic of islam under the auspices of the Ministry of religious affairs. This Madrasah is located on road of Kemantren II/26 Sukun Malang city. In the beginning, MIN 2 Kota Malang was established to serve as a school exercise for students of teacher education religion or formerly known as school teachers judge religion Malang, prepared as prospective primary school teachers. The curriculum is the curriculum Department of education and culture, while in practice seeks to incorporate elements of Islamic education.

Min 2 kota malang was founded around the year 50's, and the time it was named School Exercise 2. This institution stood together with the school of exercise I (Now MIN I kota Malang). Change of status of elementary school Exercises be islamic junior high school, based on decision letter of Minister of Religious Affairs No. 15 of 1978 which set SD PGAN Exercise be MIN, number 16 in 1978 that created the class I, 2, 2I, PGAN 6 years be MTsN, and number 17 in 1978 which set of classes IV, V, VI, 6 years into PGAN PGAN 3 years. At its inception, Min 2 kota malang Malang Bromo is located on Jalan (now occupied by Chemistry Farma). Buildings used for teaching and learning activities the Netherlands colonizers, is the status of the building and the land was rented to the Government.

In 1977 the school moved from street of Bromo to the street of Arjuno, because land and buildings occupied by the Government asked back. The status of the land and buildings in this new place is borrowed foundation of mosque Khodijah ± 15 years. After ± 15 years build the foundation owned Khodijah (now occupied by MI and MTs Khodijah), then the top of the government's policy on building founded in 1986 MIN 2 Kota Malang located on the street of kemantren II/14 A Bandungrejosari Village Sukun Malang city until now.⁵³

⁵³ Result from documentation history MIN 2 kota Malang, 5 March 2017 at 09.30

3. Vision, Mision, and Objective MIN 2 Kota Malang

a. Vision

Excelent in achievement, mastering the skill and technologies and insightful global on the basis of faith and Taqwa to god almighty. As for the indicators the realization of that vision is:

- 1) Excelent in the practice of worship according to the teachings of the Islamic religion
- 2) Excelent in planting *akhlakul karimah* scores.
- 3) Excelent in academic and non academic achievement.
- 4) Excelent in the development of produce educators.
- 5) Have skill in the field computers, informtion of technology, and english language.
- 6) Have adequate educational facilities and infrastructure.
- 7) Have a safe environment of the madrasa, comfortable, cool and conducive to the educational process.

b. Mision

On the basis vision above, then the mission MIN 2 kota Malang developed as follows:

- 1) Organize and develop model of active learning, inovative, creative, effective, fun and contextual, based on the faith and taqwa to enhance competence of learners in mastery of the science and Technology Museum global.

- 2) Fostering and developing the entire potential learners in order to build the capacity of learners who are intelligent, skilled, creative, healthy physical and spiritual, and have a competitive edge in the field of academic and non-academic.

c. Objective

Islamic elementary school as basic level characteristic of Islam, aim: laying the Foundation of intelligence, knowledge, personality, attitudes, and noble, as well as the skills to live independently and follow further education. On the basis of the common objectives as well as with reference to the above vision and mission, then the goal will be achieved by the hapless MIN 2 kota Malang as follows:

- 1) Appears awareness of students in running the daily worship according to the teachings of the Islamic religion in life.
- 2) Make the behaviour of students in accordance with the *akhlakul karimah* scores reflected in life.
- 3) Get excellent achievement's students from academic and academic areas.
- 4) The realization of the competence educators and educational institution in accordance with the standards of competence.
- 5) The realization mastery skills of students in the information technology.

- 6) The realization of skills speaking students in english language actively.
- 7) Satisfy adequate infrastructure and facilities which supported the organization of the education quality improvement.
- 8) Have a safe environment of the madrasa, comfortable, cool and conducive to the educational process.
- 9) The realization work culture and quality culture which is reflected in the harmonious atmosphere between the citizens of the school.

As for get those goals to be accomplisher gradually based on priority scale. To achieve these goals will be elaborated into targets that will be compiled and developed in the strategic plan and the operational plan of madrasa.⁵⁴

4. Curriculum Area

Developments and changes that occur in the life of society, nation and state in Indonesia is inseparable from global effects, the development of science and technology. The developments occurred continuously demanding need for improvement national education system including the refinement of the curriculum for the realization society that was able to compete their self with the changing times.

⁵⁴ Result from documentation vision, mission, and objectives MIN 2 kota Malang, 5 March 2017 at 09.30

On the basis of the demands of the community as it embodies the necessary efforts educational enhancement so that the required school curriculum based on policies that poured in the national education standard. Based on these policies, MIN 2 kota Malang used a scientific approach with the 2013 Curriculum.⁵⁵

5. Extracurricular activities

Extracurricular activities aims to accommodate and develop talents and interests of students, so students will not only gain academic knowledge but also non academic. Extracurricular activities in MIN 2 kota Malang namely scouts, band ansamble, dance, vocal exercise, drumband, *banjari*, *qiro'at*, karate, swimming, futsal and robotics. The results of extracurricular activities is expected does not disappoint and is expected to get the results to be winner both at the level of supervisor, district, city, provincial or national level.⁵⁶

B. Result of Research

1. Attitude Assessment

a. Planning Attitude Assessment

- 1) Determine attitude will be analysis based on spiritual and sosial aspects.

Attitude assessment consist of the spriritual and social competencies. Teachers plan and establish an attitude that will

⁵⁵ Result from documentation curriculum area MIN 2 kota Malang, 5 March 2017 at 09.30 am

⁵⁶ Result from documentation ekstrakurikuler MIN 2 kota Malang, 5 March 2017 at 09.30 am

be assessed in accordance with the learning activities learning. On the assessment of the attitude outside learning educators can observe other attitudes that emerge naturally.

The attitude that will be assessed at MIN 2 kota Malang consists of spiritual and social attitude. Spiritual attitude consists of 6 aspects there are obedience of worship, Thanksgiving, the habit of praying to behave learn, convinced of the greatness of God's grace, tolerance/worship and social attitude consists of 6 aspect i.e honest, dicipline, responsibility, caring with other people, polite, confident.⁵⁷ This spiritual attitude according to te below.

NILAI SPIRITUAL (KI-1)					
SISWA KELAS 5 A MIN MALANG 2					
SEMESTER GANJIL TAHUN PELAJARAN 2016/2017					
MASUKKAN PADA CELLS BERWARNA PUTIH					
ketaatan beribadah	perilaku bersyukur	kebiasaan berdoa belajar meyakini	kebesaran /anugrah Allah	toleransi beribadah	kebiasaan mengucapkan salam
Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6

NILAI SOSIAL (KI-2)					
SISWA KELAS 5 A MIN MALANG 2					
SEMESTER GANJIL TAHUN PELAJARAN 2016/2017					
MASUKKAN PADA CELLS BERWARNA PUTIH					
Jujur	disiplin	tanggung jawab	peduli	santun	percaya diri
Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6

Picture 4.1 (aspect will be assessed in spiritual and social attitude)⁵⁸

⁵⁷ Result from observation the researcher in MIN 2 kota Malang, 17 Januari 2017at o8.10

⁵⁸ Result from documentation about aspect of attitude assessment , 16 Januari 2017 at 08.30 am

After determining the attitude on the spiritual aspects and social aspect. The next step is determining indicator attitude will be developed. This attitude indicator enabled that teachers easier in observing the attitude of students both inside and outside learning. However, at MIN 2 kota Malang does not use attitude indicators because teachers can already pass assess without the use of indicators.

2) Arrange Attitudes Form

Educators prepare the attitude assessment format used to record observations. The format of this attitude assessment is made in such a way that the assessment process attitude can be done easy and practical.

The format of the assessment of this attitude can be either observation, journal, self-assessment and assessment between friends. Fifth grade MIN 2 kota Malang using the observ format to assess the attitude. The observation format is a format contains the name of student, kind of attitude, and score in the form of excellent, good, sufficient and needs to be fixed.⁵⁹ It is also in accordance with the results of interviews with researchers master class V-A that says:

“Setiap guru, sudah sewajarnya mengetahui sikap siswa, baik di dalam maupun di luar kelas. Namun, sepanjang yang saya amati tidak ada siswa kelas V-A yang mencapai

⁵⁹ Result form observation about arrange attitude form MIN 2 Kota Malang, 17 Januari 2017 at 09.00 am

kriteria sangat baik (SB) maupun cukup, rata-rata siswa berperilaku sewajarnya saja. Jadi saya mencantumkan nilai sikap mereka pada raport juga predikat baik (B).”⁶⁰

b. Implementing Attitude Assessment

1) Analysis student's attitude in learning and outside learning.

Implementation of the attitude assessment will be suitable with learning approach.. Based on the results of observation to 1, 2, 3, 4, 5 and 6 and note that throughout the learning process starts from beginning to end, the teacher always observe their students.

On first observation, teachers observe attitude of the thoroughness and accuracy students in search information, presenting conclusion and calculating the prism. On second observation, teacher observe attitude want to know from students in search information about human respiratory organs, the curiosity of students in observing how animal breathe and confident attitude from students about reading.

On the third observation, teachers observe the attitude of scrupulous and conscientious students and take conclusion about photosynthesis. On fourth observation, teacher's observe conscientious student in doing math practice question.

On fifth observation, teacher observe conscientious students and take conclusion about knowing respiratory diseases,

⁶⁰ Result interview with teacher about arrange attitude form MIN 2 kota Malang, 17 Januari 2017 at 09.30 am

creative attitude in processing the 3D form by processing and utilizing material. On sixth observation, teacher observe creative attitude when drawing illustration with attention to proportion and composition, careful and meticulous, and take conclusion about the score of hard work.⁶¹

These observations are supported by the results of the interviews with the teachers. Teachers stated that at all times the teacher always observe the display of the attitude of their students. The statement also reaffirmed by the teacher in one of his interview.

“Saya selalu mengamati sikap siswa sepanjang proses pembelajaran, awal pelajaran kan juga dinilai berdoanya, akhir pelajaran juga dinilai. Selain itu kecermatan siswa dalam membaca, memahami bacaan, membuat kesimpulan, serta bertanggung jawab dalam menyelesaikan tugas-tugasnya.”⁶²

Researcher continue interviews with some of the students fifth grade i.e. Fauzan, Zaki, Melinda, Yuke, putri, and Diva. All the students agreed that teachers frequently observe their students either religious or social attitudes. The statement supported by the fifth student researchers with conversations that are listed in the following table.

⁶¹ Result from observation about attitude assessment in learning process, 16-21 januari 2017 at 08.10-09.45 am

⁶² Result interview with teacher about observ attitude's students, 19 Januari 2017 at 09.45 am

Sumber	Jawaban
Fauzan	Ya diamati, kalau waktunya sholat dzhur selalu diingetin untuk segera mengambil air wudlu.
Zaki	Ya dilihatin sambil keliling-keliling gitu, biasanya ditanyain ada yang kesulitan <i>nggak</i> ?
Melinda	Ya di cek, biasanya disuruh membaca berulang agar bisa faham dan dapat memberikan kesimpulan.
Yuke	Selalu. Ya <i>muter-muter ngliyat-ngliyat</i> gitu ngawasin kita.
Putri	Ya biasanya juga diingetin kalo kita harus bersikap bertanggung jawab dengan tugas yang telah diberikan.

Table 4.1 (interview with students about imlementing attitude)⁶³



Picture 4.2 (Teacher observe about students attitude)⁶⁴

The documentation shows that the teacher was observing students by giving an opportunity to the students to ask questions about how to make a conclusion. Students who dare to give the question of how to make conclusions asked to lift his hand and pass on what he knows. The activities carried out to bring up the inquisitivestudents.

⁶³ Result interview with students about implementing a attitude, 20 Januari 2017 at 09.20 am

⁶⁴ Result documentation about teacher observ attitude assessment, 20 Januari 2017 at 08.10 am

- 2) Record student's attitude consist of very good, good, enough, and necessary guidance.

Teacher records the attitudes of students by way of filling in the attitude form. Based on the results of observation 1, 2, 3, 4, 5, and 6 show that teachers have always noted the appearance of students attitude on the assessment book.⁶⁵ This statement is in accordance with the utterance of teachers in his interview with investigators.

“Saya mencatat sikap siswa di buku penilaian proses yang didalamnya terdapat penilaian sikap yang biasanya saya letakkan di meja guru.”⁶⁶

Teachers assess every performance attitude students in process assessment book which had been available in the class V-A. The process assessment book consist of column that contains the names of students as well as the aspects that will be assessed.

- 3) Follow up observation

After teachers record student attitude, then the thing to do is follow up on the observations. Based on observations, teachers can determine student attitudes with 4 criteria i.e very good, good, enough, and necessary guidance.⁶⁷ Teachers also gave explanations regarding the determination of the level close to the attitude of the students.


“Dalam menilai sikap siswa ini melalui observasi dalam setiap harinya, dalam satu tema, subtema, atau dalam pembelajaran itu. Misalnya nilai sikap religius itu yang disiapkan misalnya sikap berdoa sebelum mulai pelajaran, itu nanti nilainya ada 4, 3, 2, 1. Kalau 4 itu sudah

⁶⁵ Result observation about teacher record attitude students, 16-21 Januari 2017 at 08.10-09.45 am

⁶⁶ Result interview about teacher record attitude students, 19 Januari 2017 at 09.45 am

⁶⁷ Result observation about write attitude assessment criteria, 19 Januari 2017 at 09.45 am

membudaya atau sudah sangat baik, 3 itu sudah baik, 2 itu cukup, 1 itu perlu bimbingan. Sejah ini seluruh siswa kelas V-A dikategorikan baik (B)”⁶⁸



NILAI SPIRITUAL (KI-1)

SISWA KELAS 5 A MIN MALANG 2
SEMESTER GANJIL TAHUN PELAJARAN 2016/2017
MASUKKAN PADA CELLS BERWARNA PUTIH

NILAI SOSIAL (KI-2)

SISWA KELAS 5 A MIN MALANG 2
SEMESTER GANJIL TAHUN PELAJARAN 2016/2017
MASUKKAN PADA CELLS BERWARNA PUTIH

Aspek yang dinilai		ketaatan beribadah	perilaku bersyukur	kebiasaan berdoa	meyakini kebesaran /anugrah Allah	toleransi beribadah	kebiasaan mengucapkan salam	jujur	disiplin	tanggung jawab	peduli	santun	percaya diri
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6
1	Almira Amazeva Mardiyasna	B	B	B	B	B	B	B	B	B	B	B	B
2	Andini Syaftri Wijayanti	<div> PERINGATAN Pilihlah Nilai berikut : SB = Sangat Baik B = Baik PB= Perlu Bimbingan </div>						B	B	B	B	B	B
3	Azzah Putrisia	B	B	B	B	B	B	B	B	B	B	B	B
4	Chily Hitarisyah Zailantin	B	B	B	B	B	B	B	B	B	B	B	B
5	Chintia Tri Hardani	B	B	B	B	B	B	B	B	B	B	B	B

Picture 4.3 (Attitude assessment criteria from result record students attitude).⁶⁹

c. Processing Attitude Assessment

The result of attitude assessment will be recap by teacher at least twice in one semester. The results of attitude assessment consists of the score (alpabhet) and description. The results of the assessment of this attitude will be discussed and reported in the form of the description from the score attitude students.

Thematic teacher and subjects teachers are grouping or marks records the attitudes of students written in the journal, whether spiritual or social attitude. Master class makes a recapitulation of attitude within one semester. Master

⁶⁸ Result interview with teacher about write attitude assessment criteria, 19 Januari 2017 at 09.45 am

⁶⁹ Result documentation about attitude assessment criteria, 19 Januari 2017 at 09.45 am

“Deskripsi sikap menggunakan kalimat yang bersifat memotivasi dengan pilihan kata/frasa yang bernada positif. Deskripsi sikap menyebutkan perkembangan sikap peserta didik yang sangat baik, baik, cukup, atau perlu bimbingan. Apabila peserta didik tidak memiliki catatan apapun dalam jurnal, sikap dan perilaku peserta didik tersebut diasumsikan baik, semua siswa kelas V-A pada semester 1 tahun pelajaran 2016/2017 tidak ada yang mendapatkan catatan di lembar jurnal, jadi mereka semua diasumsikan baik (B).”⁷¹

Picture 4.4 (Recapitulation consist of score and description attitude assessment).

⁷¹ Result observation about processing attitude assessment, 21 Januari 2017 at 10.30 am
 10.30 am Result interview with teacher about processing attitude assessment, 21 Januari 2017 at

2. Knowledge and Skill Assessment

a. Planning Knowledge and Skill Assessment

1) Make Annual and Semester Program

The annual programme is the planning that contains among plan allocation of the year, plan time assignment of the year. For exsample school set the number of effective learning days in one year for at least 200 days and at most 245 days.

Annual program prepared and developed before the lessons started, because the Annual Programme is the guidelines for develop subsequent programs, such as Semester Programs, Syllabus, and the plan of implementation of the learning.⁷² There are suitable with result interview researcher with teacher fifth grade.

“Sebelum membuat prota, terlebih dahulu kita harus menelaah jumlah tema dan subtema pada suatu kelas, menandai hari-hari libur, permulaan tahun pelajaran, minggu efektif pada kalender akademik. Hari-hari libur meliputi: jeda tengah semester, jeda akhir semester, libur akhir tahun pelajaran, hari libur keagamaan, hari libur umum termasuk hari-hari besar nasional, hari libur khusus, kegiatan khusus satuan pendidikan. Selain itu juga harus menghitung jumlah Minggu Belajar Efektif (MBE) dalam satu tahun, mendistribusikan alokasi waktu Minggu Belajar Efektif (MBE) ke dalam subtema. Adapun komponen-komponen dalam menyusun Program Tahunan: Identitas (antara lain muatan pelajaran, kelas, tahun pelajaran) dan Format isian (antara lain tema, subtema, dan alokasi waktu).”⁷³

Semester program is the elaboration of the annual program so that the program could not be arranged before the annual

⁷² Result observation about make annual program, 23 Januari 2017 at 09.20 am

⁷³ Result interview with teacher about make annual program, 23 Januari 2017 at 09.20 am

programs are clustered.⁷⁴ There are suitable with result interview researcher with teacher fifth grade.

“Sebelum membuat prosem, terlebih dahulu guru harus menerapkan langkah untuk membuat prota. Setelah itu guru menuliskan Tema, Sub tema, serta KD muatan pelajaran setiap pembelajaran selama satu semester. Format isian (tema, sub tema, pembelajaran ke alokasi waktu, dan bulan yang terinci per minggu, dan keterangan yang diisi kapan pelaksanaan pembelajaran berlangsung.”⁷⁵

(annual and semester program in appendix).

2) Mapping Basic Competence of Knowledge and Skill

Basic competence mapping was used as the basis for the design of a good assessment activities are daily, theme, and semester. Mapping the basic knowledge and skills competency should be done by the teacher prior to carrying out the learning process.⁷⁶ There are suitable with result interview researcher with teacher fifth grade.

“Pemetaan kompetensi dasar ini digunakan sebagai dasar perancangan kegiatan penilaian baik yang bersifat harian, per tema, maupun per semester. Pemetaan KD KI-3 dan KI-4 harus dilakukan oleh guru sebelum melaksanakan proses pembelajaran.”⁷⁷

(Documentation of competency mapping the basic knowledge and skills contained in the appendix).

3) Determine of *Kriteria Ketuntasan Minimal* (KKM)

Determining KKM is used to considered rate ability of students, complexity competence and supporting resources in the school, facilities in the learning. A unit of education is expected to

⁷⁴ Result observation about make semester program, 23 Januari 2017 at 09.30 am

⁷⁵ Result interview with teacher about make semester program, 23 Januari 2017 at 09.30 am

⁷⁶ Result observation about mapping basic competence knowledge and skill aspects, 23 Januari 2017 at 09.20 am

⁷⁷ Result interview with teacher about about mapping basic competence knowledge and skill aspects, 23 Januari 2017 at 09.20 am

increase KKM is constantly to achieve ideal criteria. The minimal score every lesson is different. It all depends on three aspects, namely: complexity, resource support and intake.⁷⁸ It complies with the teacher's statement in an interview with the researchers.

“Nilai KKM itu tiap muatan pelajaran dan tiap kelas berbeda, bisa jadi kelas A dan kelas B nilai KKM nya tidak sama, itu semua tergantung 3 aspek yaitu: kompleksitas, daya dukung, dan intake. Kompleksitas yang dimaksud adalah semakin sukar KD maka semakin rendah nilai KKM nya, sebaliknya semakin mudah KD maka semakin tinggi nilai KKM nya. Sedangkan daya dukung adalah sarana prasarana yang ada di madrasah. Semakin lengkap sarana dan prasarana untuk menunjang KD, maka juga akan semakin tinggi nilai KKM nya, sebaliknya semakin rendah sarana prasarana untuk menunjang KD, maka akan semakin rendah pula nilai KKM nya. Sedangkan intake ada dua maksudnya jika dibaca menggunakan inggris maka dapat diartikan kemampuan, jika dibaca dengan bahasa Indonesia maka intake adalah Indek Kemampuan rata-rata. Intake yang dimaksud adalah semakin tinggi rata-rata kemampuan siswa di suatu kelas, maka akan semakin tinggi nilai KKM muatan pelajaran dalam kelas tersebut. Sebaliknya, jika rata-rata kemampuan siswa di suatu kelas rendah, maka rendah pula nilai KKM muatan pelajaran kelas tersebut.”⁷⁹

⁷⁸ Result observation about determining minimal score every lesson, 23 Januari 2017 at 09.20 am

⁷⁹ Result interview with teacher about determining minimal score every lesson, 23 Januari 2017 at 09.20 am.

Kelas: 5 A Tahun Pelajaran 2016/2017

MASUKKAN DATA PADA CELL BERWARNA PUTIH

STRUKTUR KURIKULUM			KKM
MUATAN MATA PELAJARAN			
MUATAN PENDIDIKAN AGAMA ISLAM DAN BAHASA ARAB		Singkatan	
1	Al-Qur'an Hadis	QH	78
2	Akidah Akhlaq	AA	78
3	Fikih	F	78
4	Bahasa Arab	BA	75
5	Sejarah Kebudayaan Islam	SKI	78
MUATAN TEMATIK/ UMUM		Singkatan	KKM
1	Pendidikan Pancasila dan Kewarganegaraan	PKn	75
2	Bahasa Indonesia	BI	75
3	Matematika	MTK	75
4	Ilmu Pengetahuan Alam	IPA	75
5	Ilmu Pengetahuan Sosial	IPS	75
6	Seni Budaya dan Prakarya	SBdP	75
7	Pendidikan Jasmani, Olahraga, dan Kesehatan	PJOK	76
MUATAN LOKAL			
No	MULOK A (PENILAIAN BERBASIS KD)	Singkatan	KKM
1	Bahasa Jawa	BJ	75
2	Bahasa Inggris	Bingg	75
3	TIK	TIK	76
No	MULOK B (PENILAIAN MENGAJI)	Singkatan	KKM

Picture 4.5 (Minimal score every lesson fifth grade MIN 2 kota Malang)⁸⁰

b. Implementing knowledge and Skill Assessment

1) Implementing Knowledge Assessment

Knowledge assessment consists of the daily assessment, assessment on the middle semester and the last semester. Based on the results of observation of the daily assessment carried out for each sub themes, assessment on the middle semester and the last semester. It is also in accordance with the statement of the fifth grade MIN 2 kota Malang.

Sumber	Jawaban
Fauzan	PH biasanya hari senin saat sub tema telah <i>habis</i>
Zaki	Ulangan tiap satu sub tema
Melinda	Kalo subtema <i>habis</i> , pasti akan diadakan PH
Yuke	PH tiap subtema selesai, PTS tiap 2 tema selesai
Putri	PH tiap selesai sub tema, PTS tiap tengah semester, PAS akhir

Table 4.2 (interview with students about knowledge assessment)⁸¹

⁸⁰ Result documentation about minimal score every lesson, 23 Januari 2017 at 09.20 am.

⁸¹ Result interview with students about knowledge assessment, 23 Januari 2017 at

a) Written Test

The written test is a test that is done in writing by the student. There are 3 i.e. daily assessment, assessment on the middle semester and the last semester. Teacher thematic Fifth grade said that.

“PH dilakukan setiap subtema, jadi jika subtema sudah selesai dipelajari maka akan diadakan penilaian harian atau yang biasa disebut PH. PH biasa dilakukan dihari sabtu atau senin tergantung waktu yang tepat untuk melaksanakan penilaian harian. Sedangkan PTS dilaksanakan saat tengah semester atau jika satu semester terdapat 4 tema, maka setelah tema kedua selesai, maka akan dilaksanakan penilaian tengah semester atau yang biasa kita sebut dengan PTS. Jika dalam satu semester terdapat 5 tema, maka setelah 3 tema selesai, maka bisa dilaksanakan PTS. Sedangkan PAS dilaksanakan saat akhir semester.”⁸²

Teacher make test are daily assessment, assessment on the middle semester and the last semester required to make lattice reserved in advance. Lattice question must be conducted with indicator question. Question in written test consist of multiple choice, stuffing and description, there are have score different.⁸³ documentation written test o appendix.

b) Speech Test

The speech test is used by teachers to make improvements after the daily assessment with the aim to help students understand that is less reserved. If speech test, some students will be easier in

⁸² Result interview with teacher about written test, 21 januari 2017 at 09.20 am

⁸³ Result observation about written test, 21 Januari 2017 at 09.20 am

answering the question because it is more familiar.⁸⁴ The statement based on the results of interviews with researcher.

”Salah satu kegunaan tes lisan itu ialah untuk remidi. Biasanya siswa remidi bukan karena mereka tidak bisa menjawab soal namun bisa jadi karena siswa tidak paham perintah soal. *Nah*, dengan adanya tes lisan guru akan membimbing agar siswa dapat memahami soal dengan baik. Biasanya guru akan menggunakan bahasa sederhana dan *pancingan* sampai siswa memahami perintah soal dan mampu menjawabnya.”⁸⁵

Based on the results of observation and interview that teacher never held a daily Assessment in the form of speech test to students. The speech test is conducted only for the repair of the daily assessment for every sub themes.

c) Assignment

For researchers conducting observation, teachers are only carrying out assignments as much as one in the fifth observation. Instrument of assignment is given by the teacher in the form of homework. The homework assigned by teachers that is creating a puppet. Assignment techniques teachers use to assess student knowledge competencies. The teacher insists that if tasks unfinished students worked at the school, the assignment was completed at home with parents.⁸⁶ This is in accordance with the results of interviews with researchers.

“Saya menggunakan teknik penugasan untuk menilai kompetensi pengetahuan siswa. Apabila tugas siswa

⁸⁴ Result observation about speech test, 21 Januari 2017 at 09.20 am

⁸⁵ Result interview with teacher about speech test, 21 Januari 2017 at 09.20 am

⁸⁶ Result observation about assignment, 21 Januari 2017 at 09.20 am

belum selesai dikerjakan di sekolah, tugas tersebut diselesaikan di rumah bersama orang tua, penugasan ini bisa dikerjakan dengan kelompok, namun penilaian tetap bersifat individu.”⁸⁷



Picture 4.6 (Example assignment of students)⁸⁸

2) Implementing Skill Assessment

The implementation of assessment in learning the skills competency assessment based on thematic performed with various techniques of assessment i.e. practice, assessment products, and projects. The following techniques scoring competence skills used by teachers for researchers conducting the observation.

Based on the table above, it seems that teachers assess students skills in using competency technique assessment practices, projects and products. For researchers conducting the observation. Detailed assessment techniques used in assessing the competency of skills students will be explained based on the results of observation, interview, and study the documentation below.

⁸⁷ Result interview with teacher about assignment, 21 Januari 2017 at 09.20 am

⁸⁸ Result documentation about assignment, 21 Januari 2017 at 09.20 am

a) Practice

Based on the results of the second observation committed researcher, teachers assess students skills competency through practice assessment techniques for assessing student skills in mimicking some physical movement that can maintain the health of the human respiratory organs.⁸⁹ The results of these observations are also in accordance with the statement of the teachers in one of the interviews with researchers.

“Saya menggunakan teknik penilaian praktek untuk menilai ketrampilan siswa dalam menirukan beberapa gerakan fisik yang dapat menjaga kesehatan organ pernapasan. Seperti melompat, menggantung, mengayun, meniti, mendarat. Dalam mempraktikannya dilakukan di kelas dan akan diperdalam lagi di halaman sekolah oleh guru PJOK.”⁹⁰

Teacher delivered the assessment criteria in accordance with the assessment rubric. Students also agreed if the teacher has always delivered the assessment criteria before doing the practice. Based on the fifth interview students as follows.

Sumber	Jawaban
Fauzan	<i>Dikasih tahu dulu, biar kita faham apa yang akan dinilai</i>
Zaki	Tentu diberi tahu lah, <i>biar nggak bingung</i>
Melinda	<i>Iya dikasih tahu.</i>
Yuke	<i>Iya diberi tahu apa-apa aja yang akan dinilai.</i>
Putri	<i>Ya diberitahu dulu kriterianya agar kita tahu</i>

Table 4.3 (interview with students about practice aspect)⁹¹

The following rubric assessment documentation practices used by teachers to assess students skills in mimicking some

⁸⁹ Result observation about practice aspect, 17 Januari 2017 at 09.20 am

⁹⁰ Result interview with teacher about practice aspects, 17 Januari 2017 at 09.20 am

⁹¹ Result interview with students about practice aspects, 17 Januari 2017 at 09.20 am

physical movement that can maintain the health of the respiratory organs like jump, hang, swing, pursue, and landing.

Kriteria	Baik Sekali	Baik	Cukup	Perlu Bimbingan
	4	3	2	1
Keterampilan meniru gerakan fisik	Siswa menunjukkan keterampilan yang baik dalam meniru gerakan fisik yang ditunjukkan oleh guru	Siswa menunjukkan keterampilan yang cukup baik dalam meniru gerakan fisik yang ditunjukkan oleh guru	Siswa masih kurang terampil dalam meniru gerakan fisik yang ditunjukkan oleh guru	Siswa masih memerlukan banyak latihan untuk menirukan gerakan fisik yang ditunjukkan oleh guru

Table 4.4 (rubric practice aspect)⁹²

b). Product

Based on the results of observation of the 5th and 6th, teachers assess students skills through competency assessment techniques to evaluate the product's skill in drawing illustration with attention to proportion and composition and processing skills in 3D form with attention to proportion and composition.⁹³

The results of these observations are also in accordance with the statement of the teachers in one of the interviews with researchers.

“Saya menggunakan teknik penilaian produk untuk menilai ketrampilan siswa dalam menggambar ilustrasi dengan memperhatikan proporsi dan komposisi dan Keterampilan dalam mengolah bentuk 3D dengan memperhatikan proporsi dan komposisi. Saya menilai menggunakan rubrik penilaian yang sudah ada di buku guru.”⁹⁴

⁹² Result documentation about practice aspects, 17 Januari 2017 at 09.20 am

⁹³ Result observation about product aspect, 21 Januari 2017 at 08.10 am

⁹⁴ Result interview with teacher about product aspect, 21 Januari 2017 at 08.10 am

Teacher delivered the assessment criteria in accordance with the assessment rubric. Students also agreed if the teacher has always delivered the assessment criteria before doing the practice. Based on the fifth interview students as follows.

Informan	Answer
Fauzan	<i>Dikasih</i> tahu dulu, <i>biar</i> kita faham apa yang akan dinilai
Zaki	Tentu diberi tahu lah, <i>biar</i> <i>nggak</i> bingung
Melinda	Iya <i>dikasih</i> tahu apa saja yang dinilai dalam gambar ilustrasi
Yuke	Iya diberi tahu <i>apa-apa aja</i> yang akan dinilai.
Putri	Ya diberitahu dulu kriterianya agar kita tahu

Table 4.5 (interview with students about product aspect)⁹⁵

The following rubric assessment documentation products used by teachers to assess students skills in making the illustration based on the theme and create 3D skills project.

Rubrik Membuat Proyek Keterampilan 3D				
Kompetensi yang dinilai:				
<ul style="list-style-type: none"> • Pengetahuan siswa dalam berimajinasi dan merancang bentuk 3D • Keterampilan dalam mengolah bentuk 3D dengan memperhatikan proporsi dan komposisi • Sikap kreatif dalam mengolah bentuk 3D dengan mengolah dan memanfaatkan material/bahan yang ada. 				
Kriteria	Baik Sekali	Baik	Cukup	Perlu Bimbingan
	4	3	2	1
Keterampilan	Sangat terampil dalam membuat Keterampilan kesenian yang sesuai dengan tema.	Terampil dalam membuat Keterampilan kesenian yang sesuai dengan tema.	Cukup terampil dalam membuat Keterampilan kesenian yang sesuai dengan tema.	Kurang terampil dalam membuat Keterampilan kesenian yang sesuai dengan tema.

Table 4.6 (rubric product aspect)⁹⁶

⁹⁵ Result interview with students about product aspect, 21 Januari 2017 at 08.10 am

⁹⁶ Result documentation about rubric product aspect, 21 Januari 2017 at 09.30 am

c) Project

Based on the results of observation of the 1st, 3rd, 4th, and 6th in 16, 18, 19, and 21 January 2017 committed researcher, teachers assess students skills through competency assessment project techniques to assess the skills of students in using the underlying idea and present information in the form of conclusions, the student Skills in processing information on a question, the student's skills in understanding photosynthesis, reading Skills in making conclusions based on text readings of photosynthesis In calculating Skills, and solve math problems, skills in making conclusions based on text reading "know of Respiratory Diseases", skill in finding the necessary information from their reading of the text reading "score a hard work", skill in making conclusions based on text reading "the score of a hard work".⁹⁷ The results of these observations are also in accordance with the statement of the teachers in one of the interviews with researchers.

“Saya menggunakan teknik penilaian praktek untuk menilai ketrampilan siswa dalam menggunakan ide pokok dan menyajikan informasi dalam bentuk kesimpulan, Keterampilan siswa dalam mengolah informasi pada soal, Keterampilan siswa dalam memahami bacaan fotosintesis, Keterampilan dalam membuat kesimpulan berdasarkan teks bacaan fotosintesis, Keterampilan dalam menghitung dan memecahkan soal matematika, Keterampilan dalam membuat kesimpulan berdasarkan teks bacaan “Mengenai Penyakit ISPA”, Keterampilan dalam mencari informasi

⁹⁷ Result observation about project aspect, 16 Januari 2017 at 09.20 am

yang diperlukan dari teks bacaan yang mereka bacaan “Nilai sebuah kerja keras”, Keterampilan dalam membuat kesimpulan berdasarkan teks bacaan “Nilai sebuah kerja keras.”⁹⁸

Teacher delivered the assessment criteria in accordance with the assessment rubric. Students also agreed if the teacher has always delivered the assessment criteria before doing the practice. Based on the fifth interview students as follows.

Sumber	Jawaban
Fauzan	<i>Dikasih</i> tahu dulu, <i>biar</i> kita faham apa yang akan dinilai
Zaki	Tentu diberi tahu lah, <i>biar</i> <i>nggak</i> bingung
Melinda	Iya <i>dikasih</i> tahu apa saja yang dinilai dalam gambar ilustrasi
Yuke	Iya diberi tahu <i>apa-apa</i> aja yang akan dinilai.
Putri	Ya diberitahu dulu kriterianya agar kita tahu

Table 4.7 (interview with students about project aspect)⁹⁹

The following rubric assessment documentation products used by teachers to assess students skills in understanding readings, readings as well as making searching for information the conclusions of the readings.

Rubrik Membuat Kesimpulan Bacaan				
Kompetensi yang dinilai:				
<ul style="list-style-type: none"> • Pengetahuan siswa dalam membuat kesimpulan bacaan akan bagian-bagian tanaman dan fungsinya • Keterampilan siswa dalam menggunakan ide pokok dan menyajikan informasi dalam bentuk kesimpulan • Sikap ketelitian dan kecermatan siswa dalam mencari informasi dan menyajikannya dalam bentuk kesimpulan 				
Keterampilan membuat kesimpulan	Siswa menunjukkan keterampilan yang tinggi dalam membuat kesimpulan menggunakan ide	Siswa menunjukkan keterampilan yang cukup tinggi dalam membuat kesimpulan menggunakan ide	Siswa kurang menunjukkan keterampilan dalam membuat kesimpulan menggunakan ide	Siswa tidak menunjukkan keterampilan dalam membuat kesimpulan menggunakan ide sehingga membutuhkan bantuan guru dalam membuat kesimpulan

Table 4.8 (rubric project aspect)¹⁰⁰

⁹⁸ Result interview with teacher about project aspect, 16 Januari 2017 at 09.20 am

⁹⁹ Result interview with students about project aspect, 21 Januari 2017 at 09.20 am

c. Processing knowledge and skill assessment

a. Assessment Analysis

Assessment analysis conducted each finished daily assessment every subtheme, assessment on middle semester, and assesment on the last semester. Whereas skill assessment analysis assessment carried out on the recapitulation from the project result, performance result, and portofolio students. Aspect of the skills assessed based on existing basic competence every sub themes and then get average to be skill score every theme.¹⁰¹ It is based on interviews with thematic teacher say that.

“Analisis penilaian dilakukan setiap selesai melaksanakan penilaian harian atau PH yang dilakukan tiap subtema, penilaian tengah semester dan penilaian akhir semester. sedangkan pada penilaian ketrampilan, analisis penilaian dilakukan pada hasil rekap dari hasil proyek, kinerja maupun portofolio dari siswa. Aspek ketrampilan dinilai berdasarkan kompetensi dasar yang ada pada tiap sub tema yang nanti akan di ambil nilai rata-rata nya untuk menjadi nilai ketrampilan tiap tema.”¹⁰²

Assessment analysis conducted if daily assessment is finish for every subtema, middle assessment and the final assessment in the semester. For example daily assessment analysis in picture below.

¹⁰⁰ Result documentation about project aspect, 21 Januari 2017 at 09.20 am

¹⁰¹ Result observation about assessment analysis, 23 Januari 2017 at 09.20 am

¹⁰² Result interview with teacher about assessment analysis, 23 Januari 2017 at 09.20 am

ANALISIS HASIL ULANGAN HARIAN SUBTEMA

NILAI FORMATIF SUB TEMA : 5.3 Indonesiaku bangsa yang cinta damai

no	induk	nama	KELAS																																									PPKn	BI	MAT	IPA	PS	SBdP	PLOK			
				1 PPKn	2 PPKn	3 PPKn	4 PPKn	5 BI	6 BI	7 MAT	8 MAT	9 MAT	10 IPA	11 IPA	12 IPA	13 IPS	14 IPS	15 IPS	16 SBdP	17 SBdP	18 SBdP	19 PLOK	20 PLOK	21 PLOK	22 PLOK	23 PPKn	24 PPKn	25 BI	26 BI	27 MAT	28 MAT	29 IPA	30 IPA	31 IPS	32 IPS	33 SBdP	34 SBdP	35 PLOK	36 PLOK	37 PPKn	38 BI	39 MAT	40 IPA								41 IPS	42 SBdP	43 PLOK
1	5037	ALMIRA AMAZEVA M	SA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	89	80	90	100	80	91
2	5039	ANDINI SYAFITRI WIJ	SA	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	91	89	100	100	100	80	100
3	5047	AZIZAH PUTRISIA	SA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	91	100	80	100	100	80	82
4	5050	CHILY HITATARI SYAH	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	80	100	100	90	91
5	5051	CHINTIA TRI HARDAN	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	60	90	100	80	91
6	5053	DIVA CLARISA FLOREN	SA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	89	80	100	100	80	91
7	5055	EMYRA KHEIDAR PUT	SA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	82	89	80	70	100	60	82
8	5060	FAUZAN SYIFA HIDAY	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	100	100	100	70	91
9	5067	IZAH SAFIRA MABRUR	SA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	91	100	100	100	100	90	82
10	5068	IZAH SALSABIL ROHM	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	60	90	100	80	82
11	5073	MARSHELA NABILA M	SA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	89	100	90	100	90	82	
12	5075	MAULINA AULIA PUT	SA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	89	80	70	100	70	82
13	5077	MELINDA AURAZWA	SA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	91	100	80	70	100	80	82	
14	5078	MUAZ JABAL BAIQUM	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	80	100	100	90	82	
15	5080	MUHAMMAD ADITYA	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	100	100	100	100	73	
16	5081	MUHAMMAD AMMAR	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	80	70	100	80	73	
17	5079	MUHAMMAD HAMDI	SA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	89	100	90	100	80	91	
18	5085	MUHAMMAD RAFLI O	SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	80	100	100	100	73		
19	5086	MUHAMMAD RAZAN	SA	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	3	3	3	3	3	3	100	100	70	60	100	90	91	
20	5093	NASYWA HANIFAH PU	SA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	91	100	80	90	100	90	91			

Table 4.7 (analysis of daily assessment)¹⁰³

From the picture above, can be known on the numbers 1-24 are multiple choice with score 1 if true and 0 if false. While the numbers 25-44 are reserved stuffing with a score 2 If true, 1 if not complete and 0 if false. The numbers 44-51 are reserved descriptions with a score 3 if true, 2/1 if not complete and 0 if false. The abundance of matter is determined by many indicators of basic competence in one of the sub themes. This is in accordance with results of interviews with teachers who said that:

“Bisa jadi Penilaian harian sub tema 1 ada 51 soal, namun Penilaian harian subtema 2 terdapat 42 soal saja. Jadi semuanya tergantung banyaknya indikator dan KD dalam satu subtema. kemudian membuat spesifikasi soal dan kisi-kisi soal yang akhirnya terbentuklah soal penilaian harian yang sesuai dengan kompetensi dasar yang diajarkan.”¹⁰⁴

¹⁰³ Result documentation about analysis of daily assessment, 23 Januari 2017 at 09.30 am¹⁰⁴ Result interview with teacher about analysis of daily assessment, 23 Januari 2017 am

Score every question entered into macro microsoft excel. with the formula provided, then it would appear to the average score every lesson in thematic learning according to basic competencies every lesson.

PENILAIAN HARIAN PENGETAHUAN (KI-3) TEMA 5 (BANGGA SEBAGAI BANGSA INDONESIA) KELAS 5 A SEMESTER GANJIL TAHUN PELAJARAN 2016/2017										
SUB TEMA →		Indonesiaiku, Bangsa yang Kaya (Sub Tema 1)								
Kode Muatan Mapel →		PKn	BI	MTK	IPA	IPS	SBdP	PJOK	PJOK	
Kode KD →		3.4	3.3	3.4	3.4	3.4	3.2	3.1	3.2	Nilai Sub Tema
Kompetensi Dasar →		menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan identitas bangsa Indonesia	menyebutkan konsep perbandingan desimal	menyebutkan konsep perbandingan desimal	menyebutkan konsep perbandingan desimal	menyebutkan konsep perbandingan desimal	menyebutkan konsep perbandingan desimal	menyebutkan konsep perbandingan desimal	
KKM →		75	75	75	75	75	75	76	76	KKM Tema
NO	NAMA SISWA	75	75	75	75	75	75	76	76	75,1
1	ALWIRA ANWAROVA	76	94	76	100	100	100	100	100	93,3
2	ANDINI SYAFITRI WIJAYANTI	90	76	80	90	100	90	90	90	88,3
3	AZIZAH PUTRISSIA	76	94	76	90	100	90	90	90	88,3
4	CHINTIA TRI HARDANI	76	100	76	80	100	90	100	100	90,3
5	CHINTIA TRI HARDANI	100	100	100	100	100	100	100	100	100,0

Picture 4.8 (score knowledge every subtheme)¹⁰⁵

REKAP PENILAIAN HARIAN PENGETAHUAN (KI-3) SISWA KELAS 5 A TEMA 5 (BANGGA SEBAGAI BANGSA INDONESIA) SEMESTER GANJIL TAHUN PELAJARAN 2016/2017																
SUB TEMA →		PKn	PKn	BI	BI	MTK	MTK	IPA	IPS	IPS	SBdP	SBdP	SBdP	PJOK	PJOK	PJOK
Kode Muatan Mapel →		3.1	3.4	3.2	3.3	3.1	3.4	3.2	3.4	3.4	3.5	3.1	3.2	3.3	3.1	3.4
Kode KD →		menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat
Kompetensi Dasar →		menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat	menyebutkan nilai-nilai Pancasila dan hukum di rumah, sekolah dan masyarakat
KKM →		75	75	75	75	75	75	75	75	75	75	75	75	75	76	76
NO	NAMA SISWA	75	75	75	75	75	75	75	75	75	75	75	75	75	76	76
1	ALWIRA ANWAROVA	88,0	88,0	100,0	94,3	86,0	76,0	95,0	100,0	100,0	92,5	80,0	100,0	92,0	100,0	91,0
2	ANDINI SYAFITRI WIJAYANTI	88,0	90,5	77,0	80,7	88,0	80,0	96,0	90,0	100,0	100,0	80,0	90,0	92,0	90,0	85,0
3	AZIZAH PUTRISSIA	84,0	83,5	85,0	93,0	86,0	76,0	100,0	90,0	100,0	100,0	80,0	90,0	100,0	90,0	100,0
4	CHINTIA TRI HARDANI	100,0	88,0	77,0	92,3	78,0	76,0	100,0	80,0	100,0	100,0	90,0	90,0	92,0	100,0	92,0
5	CHINTIA TRI HARDANI	88,5	100,0	76,0	92,0	76,0	100,0	91,0	100,0	100,0	96,0	80,0	100,0	85,0	100,0	85,0
6	DIVA CLARISA FLORENSIA	88,5	100,0	100,0	94,3	90,0	76,0	96,0	100,0	100,0	100,0	80,0	80,0	90,0	90,0	85,0
7	CHINTIA TRI HARDANI	83,5	86,0	77,0	84,7	82,5	76,0	84,0	90,0	100,0	96,0	76,0	100,0	92,0	90,0	92,0
8	CHINTIA TRI HARDANI	96,0	90,0	92,0	97,3	100,0	76,0	100,0	100,0	100,0	96,5	92,5	76,0	80,0	85,0	92,0

Picture 4.9 (score knowledge every theme)¹⁰⁶

Based on the results of observation, analysis skill assessment is done with a recap of the results projects, as well as portfolio performance of the students. Aspects of the skills assessed based on existing basic competence in every sub themes and then take the average score to be the score every

¹⁰⁵ Result documentation about score knowledge every subtheme, 23 Januari 2017 at 09.30 am

¹⁰⁶ Result documentation about score knowledge every subtheme, 23 Januari 2017 at 09.30 am

theme.¹⁰⁷ This is also conform with the interview with the teacher who said that.

“Analisis penilaian pada penilaian ketrampilan dilakukan dengan rekap dari hasil proyek, kinerja maupun portofolio dari siswa. Aspek ketrampilan dinilai berdasarkan kompetensi dasar yang ada pada tiap sub tema yang nanti akan di ambil nilai rata-rata nya untuk menjadi nilai ketrampilan tiap tema.”¹⁰⁸

PENILAIAN HARIAN KETRAMPILAN (KI-4)		TEMA 5 (BANGGA SEBAGAI BANGSA INDONESIA)									
KELAS 5 A		SEMESTER GANJIL TAHUN PELAJARAN 2016/2017									
SUB TEMA →		Indonesiaku, Bangsa yang Kaya (Sub Tema 1)									
Kode Muatan Mapel →		PKn	BI	MTK	IPA	IPS	SBdP	PJOK	PJOK	Nilai Sub Tema	
Kode KD →		4.4	4.3	4.13	4.3	4.4	4.6	4.1	4.2		
Kompetensi Dasar →		menerapkan nilai-nilai persatuan dan kesatuan di rumah, sekolah dan masyarakat	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan		
KKM →		75	75	75	75	75	75	76	76	KKM Tema	
NO	NAMA SISWA	75	75	75	75	75	75	76	76	75,1	
1	ALWIRA ANJAZEVA	80	90	80	90	90	90	90	90	87,5	
2	ANDINI SYAFITRI WIJAYANTI	90	90	90	90	90	90	90	90	88,8	
3	AZIZAH PUTRISIA	80	90	80	90	90	90	90	90	87,5	
4	CHILY HITAARISTAH ZALIAINTAL	80	90	80	90	90	90	90	90	87,5	
5	CHINTIA TRI HARDANI	90	90	90	90	90	90	90	90	90,0	
6	DIVA CLARISA FLORENSIA	90	90	90	90	90	90	90	90	88,8	
7	ENTYRA KREIDAR PUTRI	90	90	80	90	90	90	90	90	88,8	
8	HAZAN SYIFA MUHAMMADULLAH	90	90	80	90	90	90	90	90	88,8	

Picture 4.10 (Score skill assessment every sub theme)¹⁰⁹

REKAP PENILAIAN HARIAN KETRAMPILAN (KI-4) SISWA KELAS 5 A		TEMA 5 (BANGGA SEBAGAI BANGSA INDONESIA)													
KELAS 5 A		SEMESTER GANJIL TAHUN PELAJARAN 2016/2017													
SUB TEMA →															
Kode Muatan Mapel →		PKn	PKn	BI	BI	MTK	MTK	MTK	IPA	IPA	IPS	IPS	SBdP	SBdP	SBdP
Kode KD →		4.1	4.4	4.2	4.3	4.2	4.11	4.13	4.2	4.3	4.3	4.4	4.2	4.6	4.12
Kompetensi Dasar →		menerapkan nilai-nilai persatuan dan kesatuan di rumah, sekolah dan masyarakat	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan	menghargai dan menghormati perbedaan suku, agama, ras, dan golongan
KKM →		75	75	75	75	75	75	75	75	75	75	75	75	75	76
NO	NAMA SISWA	75	75	75	75	75	75	75	75	75	75	75	75	75	76
1	ALWIRA ANJAZEVA	88,5	85,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
2	ANDINI SYAFITRI WIJAYANTI	89,0	90,0	80,0	83,3	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
3	AZIZAH PUTRISIA	91,0	85,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
4	CHILY HITAARISTAH ZALIAINTAL	91,5	85,0	80,0	86,7	80,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
5	CHINTIA TRI HARDANI	88,0	90,0	80,0	86,7	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
6	DIVA CLARISA FLORENSIA	88,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
7	ENTYRA KREIDAR PUTRI	91,5	90,0	80,0	86,7	90,0	90,0	80,0	85,0	90,0	90,0	90,0	90,0	90,0	90,0
8	HAZAN SYIFA MUHAMMADULLAH	92,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0

Picture 4.11 (Score skill assessment every theme)¹¹⁰

¹⁰⁷ Result observation about analysis of skill assessment, 23 Januari 2017 at 09.30 am

¹⁰⁸ Result interview with teacher about analysis of skill assessment, 23 Januari 2017 at

09.30 am

¹⁰⁹ Result documentation about score skill assessment every sub theme, 23 Januari 2017

at 09.30 am

¹¹⁰ Result documentation about Score skill assessment every theme, 23 Januari 2017 at

09.30 am

b. Determine Final Score and Description

Achievement's students could be made when the final score, predicate, description for every basic competence in lesson already fulfilled. Based on observation of the researcher, thematic teacher using application for processing score of students. Before the report were printed, the teacher can check the score of the students at the bottom checks the score, it will appear attitude score, knowledge score and skill score. If the score is not displayed, so need to check the return input score and description basic competence. Teacher also explained through interviews that:

“Jika tidak muncul nilai maka perlu cek kembali input nilaidan input deskripsi KD. Bisa jadi terjadi kesalahan pada saat input nilai, misal nilai 89 bisa ditulis 890, kan bisa saja. Jika itu terjadi maka jelas akan mempengaruhi hasil nilai pada raport karena rentang nilai 0-100.”¹¹¹

Counting of final score every basic kompetensi can be carried out in accordance with the assessment activities undertaken and the weighting. For calculating final score every basic competency based on score daily assessment (*Penilaian Harian* called *PH*), score of assessment on middle semester (*Penilaian Tengah Semester* called *PTS*), and score of assessment on the last semester (*Penilaian Akhir Semester* called *PAS*).¹¹² Then counting final score with formula:

$$NA\ KD = \frac{(2 * NPH) + NPTS + NPAS}{4}$$

$$NA\ KD\ 3.1 = \frac{2(80) + 75 + 70}{4} = 76$$

¹¹¹ Result interview with teacher about calculating finl score, 23 Januari 2017 at 10.10 am

¹¹² Result observation about calculating finl score, 23 Januari 2017 at 10.10 am

REKAP PENGETAHUAN (KI-3) SISWA KELAS 5 A MI PERCOBAAN 1

PENDIDIKAN KEWARGANEGARAAN

SEMESTER GANJIL TAPEL 2016/2017

KKM: 75

NILAI ANGKA, PREDIKAT DAN DESKRIPSI AKAN KELUAR JIKA NILAI PH, PTS, DAN PAS TELAH TERISI

NO	NAMA SISWA	Rekap NPH					Nilai PH	Nilai PTS	Nilai PAS	Nilai Rapot (KI3)					Nilai		Deskripsi	
		3.1	3.2	3.3	3.4	3.6				3.1	3.2	3.3	3.4	3.6	Angka	Predikat		
1	ALMIRA AMAZEVA MARDYSAINS	88	97	90	94	94	93	98	91	92	95	93	94	94	94	94	A	Ananda ZEVA Sangat baik dalam memahami hak kewajiban dan tanggungjawab sebagai warga dalam kehidupan sehari-hari. Sangat baik dalam memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari.
2	ANDINI SYAFITRI WUJAYANTI	88	99	100	95	98	96	100	100	96	100	100	98	99	99	99	A	Ananda ANDINI Sangat baik dalam memahami keanekaragaman sosial, budaya dan ekonomi dalam bingkai Bhinneka Tunggal Ika. Sangat baik dalam memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari.
3	AZIZAH PUTRISIA	84	98	100	92	92	93	98	98	93	98	98	96	96	96	96	A	Ananda PUTRI Sangat baik dalam memahami keanekaragaman sosial, budaya dan ekonomi dalam bingkai Bhinneka Tunggal Ika. Sangat baik dalam memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari.

Picture 4.12 (Recapitulation final score of knowledge assessment)¹¹³

REKAP KETRAMPILAN (KI-4) SISWA KELAS 5 A MI PERCOBAAN 1 PENDIDIKAN KEWARGANEGARAAN SEMESTER GANJIL TAPEL 2016/2017

KKM: 75

NO	NAMA SISWA	Nilai Rapot (KI4)					Nilai		Deskripsi
		4.1	4.2	4.3	4.4	4.6	Angka	Predikat	
1	ALMIRA AMAZEVA MARDYSAINS	89	90	90	90	88	89	A	Ananda ZEVA Sangat baik dalam melaksanakan kewajiban dan menegakkan aturan di rumah dan sekolah. Sangat baik dalam menyajikan dinamika saling memenuhi keperluan hidup antar daerah untuk menumbuhkan keutuhan nasional.
2	ANDINI SYAFITRI WUJAYANTI	89	90	90	90	88	89	A	Ananda ANDINI Sangat baik dalam melaksanakan kewajiban dan menegakkan aturan di rumah dan sekolah. Sangat baik dalam menyajikan dinamika saling memenuhi keperluan hidup antar daerah untuk menumbuhkan keutuhan nasional.
3	AZIZAH PUTRISIA	91	91	90	90	91	91	A	Ananda PUTRI Sangat baik dalam mencantumkan perilaku yang mencerminkan pengalaman nilai-nilai Pancasila dalam kehidupan sehari-hari. Sangat baik dalam membantu masyarakat melaksanakan kegiatan di rumah, sekolah dan masyarakat.
4	CHILY HITATARIYAH ZALANTIN	92	92	90	90	91	91	A	Ananda CHILY Sangat baik dalam mencantumkan perilaku yang mencerminkan pengalaman nilai-nilai Pancasila dalam kehidupan sehari-hari. Sangat baik dalam membantu masyarakat melaksanakan kegiatan di rumah, sekolah dan masyarakat.
5	CHINTIATRI HARDANI	88	90	90	90	89	89	A	Ananda CHINTIA Sangat baik dalam melaksanakan kewajiban dan menegakkan aturan di rumah dan sekolah. Sangat baik dalam mencantumkan perilaku yang mencerminkan pengalaman nilai-nilai Pancasila dalam kehidupan sehari-hari.

Picture 4.13 (Recapitulation final score of skill assessment)¹¹⁴

¹¹³ Result documentation about recapitulation final score of knowledge assessment, 23 Januari 2017 at 10.30 am

¹¹⁴ Result documentation about recapitulation final score of skill assessment, 23 Januari 2017 at 10.30 am

CHAPTER V

DISCUSSION

A. Research Finding

1. Planning Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang¹¹⁵
 - a. Determine attitude to be developed at school referring to spiritual and social aspects.
 - b. Arrange attitude form
 - c. Make annual and semester program
 - d. Mapping basic competence knowledge and skill aspects
 - e. Determining minimal score.
 - f. Design technique and design assessment instruments.
2. Implementing Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang¹¹⁶
 - a. Observing attitude students at the time and outside learning
 - b. Record attitude students use attitude form
 - c. Follow up observations
 - d. Doing daily assessment, assessment on middle semester and the last semester. Teacher must be arrange lattice before do it.
 - e. Doing performance, product and project. Teacher can assess student by rubric already before.

¹¹⁵ Result reserch finding from researcher, 16 Januari 2017 at 08.10 am

¹¹⁶ *Ibid.*

3. Processing Assessment on Thematic Scientific at Fifth Grade MIN 2

Kota Malang¹¹⁷

- a. Thematic teacher make a group with subject teacher for ask note good or bad students attitude
- b. Recapitulate result of record attitude
- c. Arrange description maximum and minimum score attitude every students.
- d. Determine final score and description in application processing assessment.

B. Discussion

Scientific activity consist of observing, questioning, experimenting, associating and networking. Teacher must be assessed all aspect from students. First is observing, teachers watched as students observe objects or read or hear the explanation, notes created on things observed, patience, time spent watching. Second is questioning, teachers assess the type, quality, and the number of questions asked students (questions factual, conceptual, procedural, and hypothetical).

Third is experimenting, teachers assess the amount and quality of the source studied / used, completeness of information, the validity of the information collected, and instrument / tool used to collect data. Fourth is associating, teachers assess students in developing interpretations, arguments and conclusions of the connection information from two facts

¹¹⁷ *Ibid.*

or theories, arguments and conclusions regarding the interpretation of the relationship more than two facts or theories. The fifth is networking, teachers assess students present the results of the study (from watching to make sense) in the form of text, graphics, electronic media, multi media and others. All scientific thematic aspects could be taken devalued by the teacher through the instruments of attitude, knowledge and skills assessment as below.

1. Attitude Assessment

Attitude assessment is intended as a assess attitude of the students in the learning process that includes spiritual and social attitudes. Attitude assessment have characteristics that are different from the assessment of knowledge and skills so that the assessment techniques also used are different. In this case, the assessment of the attitude is more aimed at fostering attitude in the framework of the formation of the character of learners.

a. Planning Attitude Assessment

In carrying out the assessment planning attitude, things to be prepared is to determine the attitude and the indicators that will be observed at schools in accordance with the spiritual core competencies and core competencies of social. Ratings attitude in MIN 2 kota Malang the kinds of spiritual attitude that is pious, thankful, praying before the study, believes the greatness of god, religious tolerance, custom greetings. While the social assessment

in MIN 2 kota Malang, the kinds of social attitudes there is honest, self-discipline, responsibility, caring, polite, confident.¹¹⁸

Determination aspect of the attitude assessment in the form of spiritual and social MIN 2 kota Malang is in conformity with the guidelines for the assessment states that about spiritual¹¹⁹ (obedience of worship, behave thanks giving, prayer before and after doing something, tolerance in worship) and Core Competence (KI) - 2 about social (honest, discipline, responsibility, manners, care, confident).¹²⁰

Determination of the indicators in the assessment of attitudes which are arranged on every aspect of the spiritual aspect and the social aspect. However, the assessment of the attitude at MIN Malang 2 no indicators therein. The use of indicators spiritual aspects and social aspects, the assessment is only used for easy by teachers to assess student attitudes. However, if the teacher had felt able to assess the attitudes of students without using the indicator, it also allowed.

This attitude assessment form can be observed, journals, self-assessment and peer assessment. MIN 2 kota Malang uses observation to assess attitudes format.¹²¹ Observation format is a format containing the student's name, point stance, and the score in

¹¹⁸ Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹¹⁹ *Ibid.*

¹²⁰ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

¹²¹ Result triangulation technique was done teacher, 16 Januari at 08.10 am

the form of excellent, good, sufficient and needs to be repaired. because the attitude of learning not directly, then the assessment should be able to bring up attitude to learning.

It also concurs with the assessment guidelines say design learning activities that can bring up attitude competence. Because KI-1 (spiritual) and KI-2 (social) not a direct lessons, so teacher must design learning According theme and sub-theme Also Basic Competency (KD) from KI-3 (knowledge) and KI-4 (skill) .¹²²

b. Implementing Attitude Assessment

Implementation of the customized approach, the assessment of learning undertaken during the learning and learning outside. Based on observations to 1, 2, 3, 4, 5 and 6 is known that throughout the learning process from beginning to end, teachers have always observed their students.¹²³

In observation to-1 teacher observes students' attitudes precision and accuracy in finding the information, presenting it in the form of conclusions and observe the student accuracy in calculating the prism. On 2nd teacher observation observing attitude curiosity of students in searching for information on human respiratory organs, the curiosity of students in observing breathing animal that is around and

¹²² *Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

¹²³ Result triangulation technique was done teacher, 16 Januari at 08.10 am

attitude of students in reading accuracy of information. On 3rd teacher observation observe meticulous attitude of students in reading concludes photosynthesis. In all four teacher observation observe meticulous attitude of students in working on mathematical exercise. On the 5th teacher observation observe meticulous in his attitude summed up reading "Know the ISPA disease", a creative attitude when drawing illustrations with attention to proportion and composition, creative attitude in 3D with processing forms processing and exploiting materials / ingredients are there. On the 6th observation creative attitude when drawing illustrations with attention to proportion and composition, meticulous attitude when searching for required information, meticulous in his attitude summed up reading "The score of hard work."¹²⁴

It is known that teachers are always observing and recording all of the students' attitudes during the learning for which has been made before. It was also in accordance with the assessment guidelines say that a prominent Students who demonstrate positive and negative attitude will be recorded in the journal by teachers at the one period. Class teachers use a form for one class attitude Be Reviews their responsible, while lessons teachers use a one attitude that teach a class on the

¹²⁴ *Ibid.*

form. Coach Extracurricular give the result of the assessment at least on the mid and the end of the semester. The assessment process will be through in the council of teachers to Determine report on the students.¹²⁵

Before the attitudes of students, teachers first create the form of observation attitude. "Teachers prepared assessment form, the indicators was Formulated used as a guide teachers in making sheets attitude assessment. The forms are: journaling, self-assessment, and assessmet between friends."¹²⁶ However, teachers simply using observation or journals in the attitudes of students. It was permissible, because the self-assessment and assessment between friends only limited reinforcement only.

Teachers always observe the attitude of the students throughout the learning process from the beginning rated way of praying, learning rated attitude that appears in this lesson, and the end rated pray and how students in the concluding passage or material that has been diajarakan and pray course.

Categories attitude assessment has very good range, good, fair, and need to be assisted. However, the assessment of the attitude used in MIN 2 Malang still using three categories: excellent, good, and necessary assistance (without ktegori

¹²⁵ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

¹²⁶ *Ibid.*

enough). This is because the score of processing applications still use the guidelines on the assessment in 2015. While the 2016 assessment guidelines tauhn there are 4 categories: "excellent, good, fair, and need assistance."¹²⁷

After recording the attitudes of the students during the learning process, the teacher made the class if students categorized as excellent, good, adequate or need guidance. If students are very prominent in the aspect of a certain attitude it will be rated very good and when students are assessed negative actions, it will be rated sufficient or even necessary assistance. Meanwhile, if the student was no record of it is assumed that either.

c. Processing Attitude Assessment

Grade teachers collect short description attitude lessons from teachers (sport and religion) and the community (Extracurricular, janitor and school security guards). With regard short description of spiritual and social attitude lessons from teachers, grade teachers concluded or formulate a description of the spiritual and social every students. The teacher summed and formulate social and spiritual description attitude from every learner.

¹²⁷ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

Description attitude using motivational sentences with choice of words / phrases that positive tone. Description attitude mention the development of learners attitude was very good, good, fair, or need guidance. If learners do not have any records in the journal, attitudes and attitude are assumed to be good learners, VA grade students in the 1st half 2016/2017 school year no one gets a note in the journal sheet, so they are all assumed to be good (B).¹²⁸

It is also in accordance with the guidelines on the assessment as saying that "Description of attitude using sentence to moivate by positive words and avoid contrast phrases, Description of attitude mention the development attitude of the students very good, good, or begin of developing, When students no record anything in the journal, the attitude of the students assumed is good."¹²⁹

d. Remedy for attitude aspect

Coaching attitude directly and persistently until students Mastery attitude good attitude aspects indicated resources by students. If attitude students have not shown good criteria, teacher give feedback show good attitude.

If there are students who have an attitude that needs guidance, the teacher gives the student the peratian with

¹²⁸ Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹²⁹ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

introduce cause and effect of actions undertaken by the student. After that, teachers continue to monitor the development of students' attitudes are problematic to value aspects of attitudes that need guidance to be good value.

2. Knowledge and Skill Assessment

a. Planning Knowledge and Skill Assessment

Assessment of knowledge and skills can be implemented by making the planning before. Planning knowledge and skills assessment include: making the annual program and the semester program, mapping core competencies and core competencies of knowledge and skill, and determination of a minimum completeness criteria.

1) Preparation of the annual program and the semester program

Annual Program is a general plan implementation cargo learning lesson plan contains among other things the allocations within one year of learning. While Semester Program is an elaboration of the annual program so that the program can not be compiled prior to the annual program arranged.¹³⁰

Preparation of the annual program consists of classes, the school year, the theme, sub-theme, time, and description. This is in accordance with the "components in preparing the annual program which Identity (among others charge a lesson, class,

¹³⁰ *Ibid.*

school year) and Format fields (among other themes, subthemes, and time allocation)."¹³¹

Making the semester program consists of themes, sub-themes, as well as the charge KD learning lessons each for one semester. Allocation used is each week. This is in accordance with the "stuffing format in compiling the semester programs namely" theme, sub-themes, learning to time allocation, and detailed month per week, and the information required when implementing the learning takes place). "¹³²

2) Mapping of basic knowledge and skills competency

This basic competency mapping used as the basis for designing a good assessment activities that are daily, per theme, or per semester. Mapping KD-3 and KI KI-4 must be carried out by teachers before implementing the learning process.¹³³ This is in accordance with the guidelines on the assessment of basic competency mapping states that "Mapping KD or basic competence is used as a basic design assessment activities every theme and sub-theme, and every sub-theme and learning."¹³⁴

¹³¹ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

¹³² Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹³³ *Ibid.*

¹³⁴ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

3) Determination of minimum completeness kreiteria

Determining Considered KKM is used to rate ability of students, complexity supporting competence and resources in the school, facilities in the learning. A unit of education is expected to increase of KKM is constantly to Achieve ideal criteria.

KKM that each lesson and each charge different classes, can be class A and class B KKM its score is not the same, it all depends on three aspects: complexity, carrying capacity, and intake.¹³⁵

Score for every aspect / components, adjust to the abilities of every aspect. There are aspect of Complexsity (If KD is more complex or difficult, so the score is low, and if KD is easy so the score is high), the aspect of support resourch (If the support resourch is more higher so the score is high), and the aspect of the intake (If intake of students is more high so the score is high).¹³⁶

b. Implementating Knowledge and Skill Assessment

1) Implementating Knowledge Assessment

The knowledge is not just from writing test, but it can also by speech test, and task. The tests are conducted as a daily, mid term, and the end of the semester.

¹³⁵ Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹³⁶ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

(a) Daily Assessment

Daily assessment is done every subthemes, so if subthemes already completed study will be held daily assessment or commonly called PH. PH usual Saturday or Monday depending on the day the right time to carry out the daily assessment. While the PTS conducted during the midterm or if one semester there are 4 themes, then after the second theme is finished, it will be carried out mid-term assessments or what we call the PTS. If in one semester there are five themes, then after 3 theme is finished, it can be implemented PTS. While PAS conducted during the final semester.

In making the daily assessment, mid-term assessments, and the end of the semester assessment is required making the specification and grating about it first.¹³⁷ This is in accordance with the guidelines on the assessment of the implementation of the assessment as saying that "conduct analysis KD, devise lattice reserved in accordance with KD, compose the lattice based on KD, writing question based on the lattice and the rule writing quetions, devise guidelines for scoring."¹³⁸

¹³⁷ Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹³⁸ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

(b) Speech Test

Speech test was used to assess students on the material that could or should use the speech test, Speech Test in the form of questions, commands, quizzes and teacher are given verbally respond to questions verbally.

The speech test was Aimed at fosing bold for say opinion, check out their mastery of knowledge for improvement of learning, confidence, and ability to berkomunikasi Effectively. The use of speech tests conducted by the teacher are in accordance with the steps in accordance with the guidelines for assessment.

Steps speech test are: conduct analysis KD, copose lattice reserved in accordance with KD, make question or instruction, arrange the score guidelines, provide follow-up test speech about the result."¹³⁹

One uses the oral test is to remidi. Remedial students usually not because they can not answer the question but it could be because students do not understand about the command. With the oral test will guide the teachers so that students can understand the questions well. Usually teachers will use simple language and inducement until students understand commands and able to answer questions. teachers

¹³⁹ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

never held a daily assessment in the form of an oral test to students.

(c) Assignment

Teachers only carry out the assignment technique as much as one that is in the observation of the 5th. Instrument assignment given by the teacher in the form of homework. Homework assigned by the teacher that makes the puppet characters. Teachers using the technique assignment to assess the competence student's knowledge. Master confirmed that if the student's task has not been completed at the school, the task is completed at home with their parents.

Teacher use a technique assignment to assess the competence of the student's knowledge. If the task has not been completed at the student's school, the task is completed at home with their parents, this assignment can be done with a group, but ratings remain individual.¹⁴⁰

This is in accordance with the assessment guidelines which states that "The assignment can be done by an individual or group According the characteristics of the assignment. Reviews These assignments can be undertaken in the school, home, or outside of school. "¹⁴¹

¹⁴⁰ Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹⁴¹ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

2) Implementing Skill Assessment

Implementation of the thematic learning assessment is based on skill competency assessment performed by a wide variety of assessment techniques that practice assessment, product assessment, and projects.

(a) Practice

Teachers assess students' competency skills through practice assessment techniques to assess student skills in mimicking some physical movement that can maintain the health of the human respiratory organs.

Teachers use practices assessment techniques to assess student skills in mimicking some physical movement that can maintain the health of the respiratory organs. Such as jumping, hanging, swinging, climbing, landing. In practice it is done in the classroom and will be deepened again in the school yard by the gym teacher.¹⁴²

This assessment suitable to assess the achievement competence demanding students perform a particular task as: sing, the practice of worship, sports practices, presentations, role playing, playing music instrument, read, and so on."¹⁴³

¹⁴² Result triangulation technique was done teacher, 16 Januari at 08.10 am

¹⁴³ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

(b) Product

Teachers assess students' skills competencies through product assessment techniques to assess skills in drawing illustrations with attention to proportion and composition and skills in processing a 3D shape with attention to proportion and composition.

Before teachers assess the skills of the product in the form of illustrations, teacher to the assessment criteria in accordance with the assessment rubric that has been made by the teacher. Students also agreed that if the teacher always pass the assessment criteria before practice.

(c) Project

Teachers assessing the competence of the student's skills through technical assessment of the project to assess the skills of students in the use of the main ideas and presenting information in the form of a conclusion, Skills students in processing information on the matter, Skills students in reading comprehension photosynthesis, skill in making inferences based on text reading photosynthesis, Skills in compute and solve math problems, skills in making inferences based on text reading "Know the ISPA disease", skill in finding the necessary information from reading texts that they read "the score of hard work", skill in making inferences based on text

reading "the score of hard work ". The results of these observations are also consistent with the statement of teachers in one of his interviews with investigators.

Before teachers assess student skills in reading comprehension project, looking for information reading and making inferences from reading, teacher to the assessment criteria in accordance with the assessment rubric that has been made by the teacher.

c. Processing Knowledge and Skill Assessment

1) Assessment Analysis

Assessment analysis conducted each finished every subtheme daily assessment, assessment on the middle of the semester, and assessment on the last semester. Whereas assessment skills assessment analysis Carried out on the Recapitulation from the project result, performance result, and a portfolio of students. Aspects of the skills assessed based on the existing basic competence every sub-themes and then get average to be skill score every theme.¹⁴⁴

The amount of matter is determined by the number of KD indicators in the sub-themes. This is consistent with the results of interviews with teachers who say: It could be a daily assessment sub-theme 1 No 51 matter, however Rating 2 there are 42 daily

¹⁴⁴ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

subthemes matter of course. So it all depends on the number of indicators and KD in one sub-themes. then make specifications about and grilles matter which eventually formed about the daily assessment in accordance with the basic competencies that are taught.¹⁴⁵

Known about the score of the numbers 1-24 are multiple choice with a score of 1 if true and 0 if false. While the numbers are a matter of stuffing 25-44 with a score of 2 if true, 1 if less complete, and 0 if false. No. 44-51 is about the description with a score of 3 if it is 2/1 if less complete, and 0 if false.

The formula used is the score enter sum all cells in each type of questions (multiple choice, stuffing and description) divided by the total score of each type of question and then multiplied by 100 to get the score range of 0-100. After all scores of types of problems are met then it could take its final score using the formula average on Microsoft Excel. For example the formula for calculating the score of the type of multiple choice questions contained on the numbers 1-24 of = sum (highlight all multiple choice cell) / 9 * 100. After the scores on multiple choice, stuffing and descriptions have been filled then = average (cell results of multiple-choice scores, stuffing and description).

¹⁴⁵ Result triangulation technique was done teacher, 16 Januari at 08.10 am

Analysis of assessment skills can directly input a score based on the competence of each study is measured through a section that has been compiled. Once the score of each lesson are met, then it can use the formula = average (cell highlight the score of skills).

2) Derermine Final Score and description in student's achievement

Writing report cards can be done if the final score, the title and description of each lesson are met. Based on observations of researchers, teachers thematic use score processing application to print student report cards. Before the printed report cards, teachers can check students' grades in the buttom of the check score will display the score of attitude, knowledge and skills of each lesson. If it does not appear it is necessary to check the return score of the input score and input a description of the basic competencies

Counting of the final score of every basic kompestensi can be Carried out in accordance with the assessment activities undertaken and the weighting. For calculating the final score of every basic competency based on the daily assessment score (Daily Rate called PH), the score of the assessment on middle half (Mid-Term Assessment called PTS), and a score of assessment on the last semester (Assessment Final called PAS).¹⁴⁶

¹⁴⁶ *Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemdikbud.go.id>, accessed on 21 November 2016 at 02.30 pm).

Newest assessment guidelines, said that the range of predicate can use one of the same size in one school. For example, the criterion of minimum educational unit is 60, means the predicate simply started from the score of 60. The range of subjects for all predicate using the following formula.¹⁴⁷

The range predicates used in MIN 2 Malang are still using the old assessment guidelines are guidelines nomo 53 votes in 2015 that is a range predicate consists of three aspects: excellent, good, and need to be assisted. While on the latest assessment guideline number 23 2016 predicate range consists of four aspects: excellent, good, fair, and need guidance.¹⁴⁸

How to determine the predicate was much different. If the assessment guideline number 53 in 2015 ranges have been determined with clear title and all the same lessons. While on a scoring guide number 23 2016 range predicate based minimum completeness criteria in each lesson. So each lesson has a range of different predicate. The trick is that the maximum score minus the minimum completeness criteria are divided into three lessons.

This is done because when the report card processing, assessment guidelines number 23 2016 that governs the processing of report cards. Guideline number 23 2016 votes just published in late 2016 after the report cards were distributed to

¹⁴⁷ *Ibid.*

¹⁴⁸ Result triangulation technique was done teacher, 16 Januari at 08.10 am

students. In addition, the processing of applications using version 5.5 of report cards in accordance with the guidelines on the assessment number 53 2015. Currently there is no report card processing application in accordance with the most votes but pedman score processing applications will continue to be revised and developed according to the latest assessment guideline.

d. Remedy for knowledge and skill aspect

In the assessment, there is a formative and summative assessment. formative assessment the aim to be able to know, has been the extent to which learners that have been formed (is in conformity with the teaching objectives have been determined) after they followed a process of learning in a certain period of time, then keep in mind also that the term formative derived from the form to diatikan as form.

Teachers can Identificate the problems learning, base on the daily assessment and task analysis. Learning problems can be categorize as being the problem in uniqueness students, teaching matter, and learning strategies. Arrange plan base on problems (uniqueness students, learning matter, and learning strategies). Provide additional explanation or example, use learning strategy that is needed, review learning ago, using different forms of media.

Summative assessment is an assessment of the implementation was done at the end of the year or the end of the program, or more

specifically the assessment carried out by the end of the half year end. the goal is to look at the results achieved by the students, which is how far the curricular objectives successfully mastered by the learner, and even this assessment focused on the assessment of which is oriented to the product, not the process. Summative assessments in thematic learning call or final test of the semester.

3. Principles of assessment in primary school

In primary school, there are 3 aspect will be assessed items, namely attitude, knowledge ad skills. Base on the Ministry of Education and Culture Characteristic Primary School Assessment are, mastery learning, authentic, continuous and use a variant technique. From the data, imlementation assessment in MIN 2 Malang has fulfilled all aspects. First aspect is mastery learning, knowledge and skills Mastery aspects determined by a unit of education. If students have not Reached mastery, teacher give remedial teaching, and students are not allowed to continue learning before the competence completed. Criteria Completed learn competence Referred to know already or not controlled by students. Through this way, the teacher know as early as possible so that the difficulty students less competence can be improved.

Second aspect is authentic, used in assessing various forms and technique. Authentic assessment not only measuring what known by students, but more emphasis measuring what could be undertaken by the student. Teacher observation form for assessed using attittude aspect, Also

using written and speech test for assess knowledge aspect, and using project, product and performance for assess skill aspect.

Third aspect is continuous, by constantly doing assessment and sustainable during learning. The goal is to get a whole about develop acieve's students, monitoring the process, progress, and improved results constantly using various forms of assessment. From the data, the daily assessment score will be continue for Determine the final score in the knowledge aspect, Also score of product, performance and project every basic competence will be continue for Determine the final score in the skill aspect.

Fourth aspect is the use variation technique, attitude, knowledge, and skill using assessment techniques in accordance with the characteristics of competence to be assessed. The various methods or assessment technique can be used, as written tests and speech tests in the knowledge aspect, performance, product and project in skills assessment, and Also observation form for students assess their attitude.

Fifth aspect is base on the reference. Assessment in primary school assessment guideline use was regulated in the ministry of education and culture regulation number 23 in 2016. Also it means students not compare with Reviews their group, but Compared to completed learn. completed learn the criteria set by a unit of education considering charecteristic students, characteristic of subjects, and conditions of education.

CHAPTER VI

CLOSING

A. Conclusion

From research conducted by researcher at fifth grade MIN 2 Kota Malang with the title “Implementation Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang” with the data obtained, the researcher concluded:

1. Planning Assessment on Thematic Scientific at Fifth Grade MIN 2

Kota Malang

Assessment on thematic scientific consist of attitude, knowledge and skill. Planning attitude assessment are determine attitude to be developed at school referring to spiritual and social aspects, determine indicator from attitude aspect, arrange attitude form like journal, observation, self assessment and assessment between friends. MIN 2 kota Malang use observe and journal technique because other technique as affirmation only.

Planning of knowledge and skill assessment are make annual and semester program, mapping basic competence knowledge and skill aspects, determining minimal score or call *Kriteria Ketuntasan Minimal* (KKM) every lessons, and design technique and design assessment instruments.

2. Implementing Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang

Assessment on thematic scientific consist of attitude, knowledge and skill. Implementing attitude assessment consist of teacher observing attitude students at the time and outside learning, record attitude students use attitude form, and follow up observations.

Implementing knowledge assessment consist of daily assessment, assessment on middle semester and the last semester. Teacher must be arrange lattice before do it. After it is done teacher can be analysis in form already. Implementing skill assessment consist of performance, product and project. Teacher can assess student by rubric already before.

3. Processing Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang

Assessment on thematic scientific consist of attitude, knowledge and skill. Processing attitude assessment consist of temathic teacher make a group with subject teacher for ask note good or bad students attitude, recapitulate result of record attitude, arrange description maximum and minimum score attitude every students. Processing knowledge and skill assessment consist of assessment analysis, determine final score and description. Knowledge and skill assessment can be process in aplication prosessing assessment.

B. Suggestion

Based on the conclusion that have been stated above, the researcher delivered the following suggestion.

1. For the teacher hope can be doing procedure of planning, implementing and processing thematic assessment based on guidance of assessment number 23 in 2016. Teacher hope completing assessment form to assess attitude, knowledge and skill students in order for the assess students.
2. For principal hope can be knowing about procedure of planning, implementing and processing thematic assessment based on guidance of assessment number 23 in 2016 and principal hope accompanying teachers to doing it.
3. For education departement hope upgrade continuesly about guidance of assessment consist of of planning, implementing and processing thematic assessment based on guidance of assessment number 23 in 2016. Exspecially to determine minimal score every lessons.

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Appendix 1 Research licence

		<p>KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang http://fitk.uin-malang.ac.id email : fitk_uinmalang@yahoo.com</p>										
Nomor	: Un.3.1/IL.00.1/1145 /2017	21 Oktober 2016										
Sifat	: Penting											
Lampiran	: -											
Hal	: Izin Penelitian											
<p>Kepada Yth. Kepala Kementerian Agama Kota Malang di Malang</p>												
<p><i>Assalamu'alaikum Wr. Wb.</i></p> <p>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:</p> <table border="0"><tr><td>Nama</td><td>: Chushila Ammaliyya 'Azizah</td></tr><tr><td>NIM</td><td>: 13140035</td></tr><tr><td>Jurusan</td><td>: Pendidikan Guru Madrasah Ibtidaiyah (PGMI)</td></tr><tr><td>Semester - Tahun Akademik</td><td>: Genap - 2016/2017</td></tr><tr><td>Judul Skripsi</td><td>: <i>Implementation Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang</i></td></tr></table> <p>diberikan izin untuk melakukan penelitian di MIN 2 Kota Malang</p> <p>Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.</p> <p><i>Wassalamu'alaikum Wr. Wb.</i></p> <div style="text-align: right;"><p>Dekan Dekan Bid. Akademik, Hj. Sulalah, M.Ag 0651112 199403 2 002</p></div>			Nama	: Chushila Ammaliyya 'Azizah	NIM	: 13140035	Jurusan	: Pendidikan Guru Madrasah Ibtidaiyah (PGMI)	Semester - Tahun Akademik	: Genap - 2016/2017	Judul Skripsi	: <i>Implementation Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang</i>
Nama	: Chushila Ammaliyya 'Azizah											
NIM	: 13140035											
Jurusan	: Pendidikan Guru Madrasah Ibtidaiyah (PGMI)											
Semester - Tahun Akademik	: Genap - 2016/2017											
Judul Skripsi	: <i>Implementation Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang</i>											
<p>Tembusan :</p> <ol style="list-style-type: none">1. Yth. Ketua Jurusan PGMI2. Yth. Kepala MIN 2 Kota Malang3. Arsip												



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Nomor : B- /Kk.13.25.2/TL.00/10/2016
Sifat : Biasa
Lampiran : -
Hal : Ijin Penelitian

25 Oktober 2016

Kepada
Yth. Kepala Madrasah Ibtidaiyah Negeri 2
Kota Malang

Menindaklanjuti surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Kota Malang Nomor : Un.3.1/TL.00.1/3075/2016 tanggal 21 Oktober 2016 perihal Permohonan Ijin Penelitian, dengan ini kami sampaikan bahwa pada dasarnya *menyetujui/tidak keberatan* memberikan ijin kepada:

Nama : CHUSHILA AMMALIYYA 'AZIZAH
NIM : 13140035
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester : Ganjil – 2016/2017
Judul Sekripsi : *"Implementation Assessment on Tematic Scientific at Fifth Grade MIN 2 Malang"*

Mengadakan penelitian di sekolah yang Saudara pimpin dengan ketentuan sebagai berikut:

1. Selama mengadakan penelitian mentaati tata tertib yang berlaku.
2. Setelah selesai mengadakan penelitian memberikan laporan secara tertulis kepada Kepala Kankemenag Kota Malang dan Kepala Madrasah

Demikian atas perhatiannya disampaikan terima kasih.

a.n. Kepala
Kantor Pendidikan Madrasah

H. Chandra Achmady

Tembusan:

1. Kepala Kankemenag Kota Malang
2. Ketua Jurusan PGMI UIN Maliki Malang
3. Yang bersangkutan

Appendix 2 affidavits have been doing research



SURAT KETERANGAN PENELITIAN
NOMOR 476 /Mi.13.01/PP.00.4/01/2017

Yang bertanda tangan di bawah ini :

Nama : Drs. Supandri
NIP : 196606151994031003
Jabatan : Kepala MIN 2 Kota Malang

Menerangkan bahwa :

Nama : CHUSHILA AMMALIYYA 'AZIZAH
NIM/DNI : 13140035
Jurusan / Program : PGMI / UIN Maulana Malik Ibrahim Malang

Benar-benar telah melakukan Research / penelitian di Madrasah Ibtidaiyah Negeri 2 Kota Malang guna menyelesaikan tugas akhir / menyusun Skripsi dengan judul "**Implementation Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang**" Sesuai dengan surat dari Dekan Fakultas IlmuTarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : Un.3.1/TL.00.1/3075/2016, tanggal 21 Oktober 2016 terhitung sejak tanggal 09 Januari 2016 s/d 06 Maret 2017.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.

Malang, 06 Maret 2017
Kepala Madrasah,

Drs. Supandri
NIP. 196606151994031003





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BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nama : Chushila Annaliyya Azizah
NIM : 13140035
Judul : Implementation - Assessment on Thematic Scientific
at Fifth Grade MIN Malang 2
Dosen Pembimbing : Dr. H. Nur Ali, M.Pd.

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	5 Januari 2017	Validasi Pedoman Pengumpulan data	
2.		Life Cycle Model	
3.	11 April 2017	Revisi Bab II (tambah kajian teori)	
4.	18 April 2017	Revisi Bab V (kaitkan bab II & IV)	
5.	18 April 2017	ACC Bab 1, 2, 3, 4, 5, 6 dan melengkapi	
6.		skripsi (abstrak, approval sheet, dll)	
7.	19 April 2017	ACC keseluruhan skripsi	
8.			
9.			
10.			
11.			
12.			

Malang, 20.....
Mengetahui
Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA
NIP. 197308232000031002



Certificate No. ID08/1219

Appendix 3 Guidance of Interview

Guidance Interview with teacher about planning, implementing, processing assessment on Thematic Scientific at Fifth Grade Min 2 Kota Malang

A. Penilaian Sikap		
No	Aspek	Pertanyaan
1	Perencanaan Penilaian	a. Bagaimana cara menentukan sikap yang akan dikembangkan pada pembelajaran sesuai dengan KI-1 dan KI-2?
		b. Bagaimana cara menentukan Indikator yang sesuai dengan kompetensi sikap yang akan dikembangkan?
		c. Bagaimana cara menyusun format penilaian sikap?
2	Pelaksanaan Penilaian	a. Bagaimana cara mengamati perilaku peserta didik pada saat pembelajaran dan di luar pembelajaran?
		b. Bagaimana cara bapak dalam mencatat perilaku-perilaku peserta didik dengan menggunakan lembar observasi?
		c. Bagaimana cara menindaklanjuti hasil pengamatan?
3	Pengelolaan Penilaian	a. Bagaimana cara membuat rekapitulasi sikap dalam jangka waktu satu semester?
B. Penilaian Pengetahuan dan Keterampilan		
No	Aspek	Pertanyaan
1.	Perencanaan Penilaian	a. Bagaimana cara menyusun program tahunan?
		b. Bagaimana cara menyusun program semester?
		c. Bagaimana cara memetakan Kompetensi Dasar (KD) muatan pelajaran ?
		d. Bagaimana cara menentukan Kriteria Ketuntasan Minimal (KKM) muatan pelajaran?
2.	Pelaksanaan Penilaian	a. Bagaimana cara melaksanakan tes tulis?
		b. Bagaimana cara melaksanakan tes lisan?
		c. Bagaimana cara melaksanakan penugasan?
		d. Bagaimana cara melaksanakan penilaian praktek?
		e. Bagaimana cara melaksanakan penilaian produk?
		f. Bagaimana cara melaksanakan penilaian proyek?
3.	Pengelolaan Penilaian	a. Bagaimana cara menganalisis penilaian?
		b. Bagaimana cara memberi predikat dan nilai akhir?

Guidance Interview with student about Implementation Assessment on Thematic
Scientific at Fifth Grade Min 2 Kota Malang

A. Penilaian Sikap		
No	Aspek	Pertanyaan
1	Observasi	d. Apakah kegiatanmu selama pembelajaran selalu diamati oleh Pak Guru? Bagaimana caranya?
2	Penilaian diri	d. Apakah kamu pernah melakukan penilaian diri?
		a. Bagaimana pelaksanaak penilian diri itu?
3	Penilaian antar teman	b. Apakah kamu pernah melakukan penilaian antar teman?
		c. Bagaimana penilaian antar teman itu?
		d. Siapakah yang kamu nilai dalam penilaian antar teman?
B. Penilaian Pengetahuan		
No	Aspek	Pertanyaan
1.	Pelaksanaan penilaian PH,PTS dan PAS	Kapan pelaksanaan PH, PTS dan PAS?
C. Penilaian Keterampilan		
No	Aspek	Pertanyaan
1	Rubrik Penilaian	Apakah kamu selalu diberitahu tentang rubrik penilaian?

Appendix 4 Transkrip of Interview

Result Interview with teacher about planning, implementing, processing assessment on Thematic Scientific at Fifth Grade Min 2 Kota Malang

Teacher : Mr.Suroto,S.Pd, M.Pd.I
 Position : Teacher at fifth-A grade and as deputy head master of MIN 2
 Kota Malang
 Site : Deputy head master room

C. Penilaian Sikap		
No	Aspek	Pertanyaan
1	Perencanaan Penilaian	a. Bagaimana cara menentukan sikap yang akan dikembangkan pada pembelajaran sesuai dengan KI-1 dan KI-2? Dalam menentukan sikap yang akan dikembangkan sudah diatur dalam permendikbud nomor 23 tahun 2016 yang pelaksanaannya ada di buku guru.
		b. Bagaimana cara menentukan Indikator yang sesuai dengan kompetensi sikap yang akan dikembangkan? Indikator digunakan untuk mempermudah guru dalam menilai sikap siswa.
		c. Bagaimana cara menyusun format penilaian sikap? Setiap guru, sudah sewajarnya mengetahui sikap siswa, baik di dalam maupun di luar kelas. Namun, sepanjang yang saya amati tidak ada siswa kelas V-A yang mencapai kriteria sangat baik (SB) maupun cukup, rata-rata siswa berperilaku sewajarnya saja. Jadi saya mencantumkan nilai sikap mereka pada raport juga predikat baik (B).
2	Pelaksanaan Penilaian	a. Bagaimana cara mengamati perilaku peserta didik pada saat pembelajaran dan di luar pembelajaran? Saya selalu mengamati sikap siswa sepanjang proses pembelajaran, awal pelajaran kan juga dinilai berdoanya, akhir pelajaran juga dinilai. Selain itu kecermatan siswa dalam membaca, memahami bacaan, membuat kesimpulan, serta bertanggung jawab dalam menyelesaikan tugas-tugasnya.
		b. Bagaimana cara bapak dalam mencatat perilaku-perilaku peserta didik dengan menggunakan lembar observasi? Saya mencatat sikap siswa di buku penilaian proses yang didalamnya terdapat penilaian sikap yang biasanya saya letakkan di meja guru.
		c. Bagaimana cara menindaklanjuti hasil pengamatan? Dalam menilai sikap siswa ini melalui observasi dalam setiap harinya, dalam satu tema, subtema, atau dalam pembelajaran itu. Misalnya nilai sikap religius itu yang disiapkan misalnya sikap berdoa sebelum mulai pelajaran, itu nanti nilainya ada 4, 3, 2, 1. Kalau 4 itu sudah membudaya atau sudah sangat baik, 3 itu sudah baik, 2 itu cukup, 1 itu perlu bimbingan. Sejauh ini seluruh siswa kelas V-A dikategorikan baik
3	Pengelolaan Penilaian	a. Bagaimana cara membuat rekapitulasi sikap dalam jangka waktu satu semester? Deskripsi sikap menggunakan kalimat yang bersifat memotivasi dengan pilihan kata/frasa yang bernada positif. Deskripsi

		sikap menyebutkan perkembangan sikap peserta didik yang sangat baik, baik, cukup, atau perlu bimbingan. Apabila peserta didik tidak memiliki catatan apapun dalam jurnal, sikap dan perilaku peserta didik tersebut diasumsikan baik, semua siswa kelas V-A tidak ada yang mendapatkan catatan di lembar jurnal, jadi mereka semua diasumsikan baik.
D. Penilaian Pengetahuan dan Keterampilan		
No	Aspek	Pertanyaan
1.	Perencanaan Penilaian	<p>a. Bagaimana cara menyusun program tahunan? Sebelum membuat prota, terlebih dahulu kita harus menelaah jumlah tema dan subtema pada suatu kelas, menandai hari-hari libur, permulaan tahun pelajaran, minggu efektif pada kalender akademik. Hari-hari libur meliputi: jeda tengah semester, jeda akhir semester, libur akhir tahun pelajaran, hari libur keagamaan, hari libur umum termasuk hari-hari besar nasional, hari libur khusus, kegiatan khusus satuan pendidikan. Selain itu juga harus menghitung jumlah Minggu Belajar Efektif dalam satu tahun, mendistribusikan alokasi waktu MBE ke dalam subtema. Adapun komponen-komponen dalam menyusun Program Tahunan: Identitas (antara lain muatan pelajaran, kelas, tahun pelajaran) dan Format isian (antara lain tema, subtema, dan alokasi waktu).</p> <p>b. Bagaimana cara menyusun program semester? Sebelum membuat prosem, terlebih dahulu guru harus menerapkan langkah untuk membuat prota. Setelah itu guru menuliskan Tema, Sub tema, serta KD muatan pelajaran setiap pembelajaran selama satu semester. Format isian (tema, sub tema, pembelajaran ke alokasi waktu, dan bulan yang terinci per minggu, dan keterangan yang diisi kapan pelaksanaan pembelajaran berlangsung).</p> <p>c. Bagaimana cara memetakan Kompetensi Dasar muatan pelajaran ? Pemetaan kompetensi dasar ini digunakan sebagai dasar perancangan kegiatan penilaian baik yang bersifat harian, per tema, maupun per semester. Pemetaan KD KI-3 dan KI-4 harus dilakukan oleh guru sebelum melaksanakan proses pembelajaran.</p> <p>d. Bagaimana cara menentukan Kriteria Ketuntasan Minimal (KKM) muatan pelajaran? Nilai KKM itu tiap muatan pelajaran dan tiap kelas berbeda, bisa jadi kelas A dan kelas B nilai KKM nya tidak sama, itu semua tergantung 3 aspek yaitu: kompleksitas, daya dukung, dan intake. Kompleksitas yang dimaksud adalah semakin sukar KD maka semakin rendah nilai KKM nya, sebaliknya semakin mudah KD maka semakin tinggi nilai KKM nya. Sedangkan daya dukung adalah sarana prasarana yang ada di madrasah. Semakin lengkap sarana dan prasarana untuk menunjang KD, maka juga akan semakin tinggi nilai KKM nya, sebaliknya semakin rendah sarana prasarana untuk menunjang KD, maka akan semakin rendah pula nilai KKM nya. Sedangkan intake ada dua maksudnya jika dibaca menggunakan inggris maka dapat diartikan kemampuan, jika dibaca dengan bahasa Indonesia maka intake adalah Indeks Kemampuan rata-rata. Intake yang dimaksud adalah semakin tinggi rata-rata kemampuan siswa di suatu kelas, maka akan semakin tinggi nilai KKM muatan pelajaran dalam kelas tersebut. Sebaliknya, jika rata-rata kemampuan siswa di suatu kelas rendah, maka rendah pula nilai KKM muatan pelajaran kelas tersebut.</p>

2.	Pelaksanaan Penilaian	<p>a. Bagaimana cara melaksanakan tes tulis? PH dilakukan setiap subtema, jadi jika subtema sudah selesai dipelajari maka akan diadakan penilaian harian atau yang biasa disebut PH. PH biasa dilakukan dihari sabtu atau senin tergantung waktu yang tepat untuk melaksanakan penilaian harian. Sedangkan PTS dilaksanakan saat tengah semester atau jika satu semester terdapat 4 tema, maka setelah tema kedua selesai, maka akan dilaksanakan penilaian tengah semester atau yang biasa kita sebut dengan PTS. Jika dalam satu semester terdapat 5 tema, maka setelah 3 tema selesai, maka bisa dilaksanakan PTS. Sedangkan PAS dilaksanakan saat akhir semester.</p> <p>b. Bagaimana cara melaksanakan tes lisan? Salah satu kegunaan tes lisan itu ialah untuk remidi. Biasanya siswa remidi bukan karena mereka tidak bisa menjawab soal namun bisa jadi karena siswa tidak paham perintah soal. Nah, dengan adanya tes lisan guru akan membimbing agar siswa dapat memahami soal dengan baik. Biasanya guru akan menggunakan bahasa sederhana dan pancingan sampai siswa memahami perintah soal dan mampu menjawabnya.</p> <p>c. Bagaimana cara melaksanakan penugasan? Saya menggunakan teknik penugasan untuk menilai pengetahuan siswa. Apabila tugas siswa belum selesai dikerjakan di sekolah, tugas tersebut diselesaikan di rumah bersama orang tua, penugasan ini bisa dikerjakan dengan kelompok, namun penilaian tetap bersifat individu.</p> <p>d. Bagaimana cara melaksanakan penilaian praktek? Saya menggunakan teknik penilaian praktek untuk menilai ketrampilan siswa dalam menirukan beberapa gerakan fisik yang dapat menjaga kesehatan organ pernapasan. Seperti melompat, menggantung, mengayun, meniti, mendarat. Dalam mempraktikannya dilakukan di kelas dan akan diperdalam lagi di halaman sekolah oleh guru PJOK.</p> <p>e. Bagaimana cara melaksanakan penilaian produk? Saya menggunakan teknik penilaian produk untuk menilai ketrampilan siswa dalam menggambar ilustrasi dengan memperhatikan proporsi dan komposisi dan Keterampilan dalam mengolah bentuk 3D dengan memperhatikan proporsi dan komposisi. Saya menilai menggunakan rubrik penilaian yang sudah ada di buku guru.</p> <p>f. Bagaimana cara melaksanakan penilaian proyek? Saya menggunakan teknik penilaian praktek untuk menilai ketrampilan siswa dalam menggunakan ide pokok dan menyajikan informasi dalam bentuk kesimpulan, Keterampilan siswa dalam mengolah informasi pada soal, Keterampilan siswa dalam memahami bacaan fotosintesis, Keterampilan dalam membuat kesimpulan berdasarkan teks bacaan fotosintesis, menghitung dan memecahkan soal matematika, membuat kesimpulan berdasarkan teks bacaan “Menenal Penyakit ISPA”, Keterampilan dalam mencari informasi yang diperlukan dari teks bacaan yang mereka bacaan “Nilai sebuah kerja keras”, membuat kesimpulannya.</p>
3.	Pengelolaan Penilaian	<p>a. Bagaimana cara menganalisis penilaian? Analisis penilaian dilakukan setiap selesai PH yang dilakukan tiap subtema, PTS dan PAS. sedangkan pada penilaian ketrampilan, analisis penilaian dilakukan pada hasil rekap dari hasil kinerja dan proyek, dari siswa. Aspek ketrampilan dinilai berdasarkan kompetensi dasar yang ada pada tiap sub tema yang nanti akan di ambil</p>


		<p>nilai rata-rata nya untuk menjadi nilai ketrampilan tiap tema. Bisa jadi Penilaian harian sub tema 1 ada 51 soal, namun Penilaian harian subtema 2 terdapat 42 soal saja. Jadi semuanya tergantung banyaknya indikator dan KD dalam satu subtema. kemudian membuat spesifikasi soal dan kisi-kisi soal yang akhirnya terbentuklah soal penilaian harian yang sesuai dengan kompetensi dasar yang diajarkan Analisis penilaian pada penilaian ketrampilan dilakukan dengan rekap dari hasil proyek dan kinerja dari siswa. Aspek ketrampilan dinilai berdasarkan kompetensi dasar yang ada pada tiap sub tema yang nanti akan di ambil nilai rata-rata nya untuk menjadi nilai ketrampilan tiap tema.</p>
		<p>b. Bagaimana cara memberi predikat dan nilai akhir? 2xNPH+PTS+PAS dibagi 4 Jika tidak muncul nilai maka perlu cek kembali input nilaidan input deskripsi KD. Bisa jadi terjadi kesalahan pada saat input nilai, misal nilai 89 bisa ditulis 890, kan bisa saja. Jika itu terjadi maka jelas akan mempengaruhi hasil nilai pada raport karena rentang nilai 0-100.</p>


Result Interview with student about Implementation Assessment on Thematic Scientific at Fifth Grade Min 2 Kota Malang

Name : Fauzan, Zaki, Melinda, Yuke dan Putri
 Position : Students form Fifth-A grade MIN 2 Kota Malang
 Site : Fifth-A grade classroom

A. Penilaian Sikap			
No	Aspek	Pertanyaan	
1	Observasi	a. Apakah kegiatanmu selama pembelajaran selalu diamati oleh Guru? Bagaimana caranya?	
		Sumber	Jawaban
		Fauzan	Ya diamati, kalau waktunya sholat dzhur selalu diingetin untuk segera mengambil air wudlu.
		Zaki	Ya dilihatin sambil keliling-keliling gitu, biasanya ditanyain ada yang kesulitan <i>nggak</i> ?
		Melinda	Ya di cek, biasanya disuruh membaca berulang agar bisa faham dan dapat memberikan kesimpulan.
		Yuke	Selalu. Ya <i>muter-muter ngliyat-ngliyat</i> gitu ngawasin kita.
		Putri	Ya biasanya juga diingetin kalo kita harus bersikap bertanggung jawab dengan tugas yang telah diberikan.
2	Penilaian diri	b. Apakah kamu pernah melakukan penilaian diri?	Keterangan
		c. Bagaimana pelaksanaak penilaian diri itu?	Guru tidak menggunakan kedua teknik ini
3	Penilaian antar teman	a. Apakah kamu pernah melakukan penilaian antar teman?	
		b. Bagaimana penilaian antar teman itu?	
		c. Siapakah yang kamu nilai dalam penilaian antar teman?	
B. Penilaian Pengetahuan			
No	Aspek	Pertanyaan	
1.	Pelaksanaan penilaian PH,PTS dan PAS	a. Kapan pelaksanaan PH, PTS dan PAS?	
		Sumber	Jawaban
		Fauzan	PH biasanya hari senin saat sub tema telah <i>habis</i>
		Zaki	Ulangan tiap satu sub tema
		Melinda	Kalo subtema <i>habis</i> , pasti akan diadakan PH
		Yuke	PH tiap subtema selesai, PTS tiap 2 tema selesai
		Putri	PH tiap selesai sub tema, PTS tiap tengah semester, PAS akhir
C. Penilaian Ketrampilan			
No	Aspek	Pertanyaan	
1	Rubrik penilaian	a. Apakah kamu selalu diberitahu tentang rubrik penilaian?	
		Sumber	Jawaban
		Fauzan	<i>Dikasih</i> tahu dulu, <i>biar</i> kita faham apa yang akan dinilai
		Zaki	Tentu diberi tahu lah, <i>biar nggak</i> bingung
		Melinda	<i>Iya dikasih</i> tahu.
		Yuke	<i>Iya</i> diberi tahu <i>apa-apa aja</i> yang akan dinilai.
		Putri	Ya diberitahu dulu kriterianya agar kita tahu

Appendix 5 Score spiritual and social attitude

		NILAI SPIRITUAL (KI-1) SISWA KELAS 5 A MI PERCOBAAN 1 SEMESTER GANJIL TAHUN PELAJARAN 2016/2017 MASUKKAN PADA CELLS BERWARNA PUTIH							Cara mengisi nilai KI1 : 1. Edit/ isilah Aspek Penilaian KI-1 pada Kurikulum. 2. isilah Kolom Nilai dengan option SB, B, PB. 3. Penilaian Sikap Spiritual ini diambil dari Guru PAI
Aspek yang dinilai		ketaatan beribadah	perilaku bersyukur	kebiasaan berdoa belajar	meyakini kebesaran /anugrah Allah	toleransi beribadah	kebiasaan mengucapkan salam	Deskripsi Kemajuan Peserta Didik	
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6		
1	Almira Amazeva Mardysains	B	B	B	B	B	B	Ananda ZEVA Baik dalam ketaatan beribadah, perilaku bersyukur, kebiasaan berdoa belajar, meyakini kebesaran /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam, .	
2	Andini Syafitri Wijayanti	PERINGATAN Pilihlah Nilai berikut : SB = Sangat Baik B = Baik PB= Perlu Bimbingan		B	B	B	B	Ananda ANDINI Baik dalam ketaatan beribadah, perilaku bersyukur, kebiasaan berdoa belajar, meyakini kebesaran /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam, .	
3	Azizah Putrisia	B	B	B	B	B	B	Ananda PUTRI Baik dalam ketaatan beribadah, perilaku bersyukur, kebiasaan berdoa belajar, meyakini kebesaran /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam, .	
4	Chily Hitatarisyah Zaliantin	B	B	B	B	B	B	Ananda CHILY Baik dalam ketaatan beribadah, perilaku bersyukur, kebiasaan berdoa belajar, meyakini kebesaran /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam, .	

		NILAI SOSIAL (KI-2) SISWA KELAS 5 A MI PERCOBAAN 1 SEMESTER GANJIL TAHUN PELAJARAN 2016/2017 MASUKKAN PADA CELLS BERWARNA PUTIH							Cara mengisi nilai KI2: 1. Edit/ isilah Aspek Penilaian KI-2 pada Kurikulum. 2. isilah Kolom Nilai dengan option SB, B, PB. 3. Penilaian Sikap Sosial ini diambil dari Guru PKN/ Tematik
Aspek yang dinilai		Jujur	disiplin	tanggung jawab	peduli	santun	percaya diri	Deskripsi Kemajuan Peserta Didik	
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6		
1	Almira Amazeva Mardysains	B	B	B	B	B	B	Ananda ZEVA Baik dalam Jujur, disiplin, tanggung jawab, peduli, santun, percaya diri, .	
2	Andini Syafitri Wijayanti	PERINGATAN Pilihlah Nilai berikut : SB = Sangat Baik B = Baik PB= Perlu Bimbingan		B	B	B	B	Ananda ANDINI Baik dalam Jujur, disiplin, tanggung jawab, peduli, santun, percaya diri, .	
3	Azizah Putrisia	B	B	B	B	B	B	Ananda PUTRI Baik dalam Jujur, disiplin, tanggung jawab, peduli, santun, percaya diri, .	
4	Chily Hitatarisyah Zaliantin	B	B	B	B	B	B	Ananda CHILY Baik dalam Jujur, disiplin, tanggung jawab, peduli, santun, percaya diri, .	

Appendix 6 Annual Program

PROGRAM TAHUNAN				
KELAS V MADRASAH IBTIDAIYAH NEGERI MALANG 2				
TAHUN PELAJARAN 2016/2017				
NO	TEMA	SUB TEMA	ALOKASI WAKTU (MINGGU)	KET.
		PEMBELAJARAN		
1	Tema 1 : Benda-benda di Lingkungan Sekitar	Subtema 1 : Wujud Benda dan Cirinya	4	
		Subtema 2 : Perubahan Wujud Benda		
		Subtema 3 : Manusia dan Lingkungan		
		Subtema 4 : Proyek Kelas		
2	Tema 2 : Peristiwa dalam Kehidupan	Subtema 1 : Macam-macam Peristiwa dalam Kehidupan	4	
		Subtema 2 : Peristiwa-peristiwa Penting		
		Subtema 3 : Manusia dan Peristiwa Alam		
		Subtema 4 : Proyek Kelas		
3	Tema 3 : Kerukunan dalam Bermasyarakat	Subtema 1 : Hidup Rukun	4	
		Subtema 2 : Manfaat Hidup Rukun		
		Subtema 3 : Cara Menjaga Kerukunan		
		Subtema 4 : Proyek Kelas		
4	Tema 4 : Sehat itu Penting	Subtema 1 : Pentingnya Kesehatan Diri dan Lingkungan	4	
		Subtema 2 : Pola Hidup Sehat		
		Subtema 3 : Lingkungan Sehat		
		Subtema 4 : Proyek Kelas		
5	Tema 5 : Bangga sebagai Bangsa Indonesia	Subtema 1 : Indonesiaku, Bangsa yang Kaya	4	
		Subtema 2 : Indonesiaku, Bangsa yang Berbudaya		
		Subtema 3 : Indonesiaku, Bangsa yang Cinta Damai		
		Subtema 4 : Proyek Kelas		
6	Tema 6 : Organ Tubuh Manusia dan Hewan	Subtema 1 : Tubuh Manusia	4	
		Subtema 2 : Organ Tubuh Manusia dan Hewan		
		Subtema 3 : Cara Hidup Manusia, Hewan, dan Tumbuhan		
		Subtema 4 : Proyek Kelas		
7	Tema 7 : Sejarah Peradaban Indonesia	Subtema 1 : Kerajaan Islam di Indonesia	4	
		Subtema 2 : Peninggalan-Peninggalan Kerajaan Islam di Indonesia		
		Subtema 3 : Melestarikan Peninggalan Kerajaan Islam		
		Subtema 4 : Proyek Kelas		
8	Tema 8 : Ekosistem	Subtema 1 : Komponen Ekosistem	4	
		Subtema 2 : Hubungan Makhluk Hidup dan Ekosistem		
		Subtema 3 : Memelihara Ekosistem		
		Subtema 4 : Proyek Kelas		
9	Tema 9 : Lingkungan Sahabat Kita	Subtema 1 : Manusia dan Lingkungan	4	
		Subtema 2 : Perubahan Lingkungan		
		Subtema 3 : Pelestarian Lingkungan		
		Subtema 4 : Proyek Kelas		
JUMLAH			36	
Mengetahui, Kepala MIN Malang 2,			Malang, 4 Januari 2017 Guru Kelas V ,	
Drs. Supandri NIP. 196606151994031003			Suroto, S.Pd, M.Pd I NIP. 196603171996031002	

Appendix 7 Semester Program

PROGRAM SEMESTER 2																								
KELAS V MIN MALANG 2																								
TAHUN PELAJARAN 2016/2017																								
TEMA/SUBTEMA PEMBELAJARAN	JANUARI				FEBRUARI				MARET					APRIL				MEI				JUN		
	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	
Tema 6 : Organ Tubuh Manusia dan Hewan																								
Subtema 1 : Tubuh Manusia	√																							
PB 1 BI: 3.2; 4.2; MAT: 3.6; 4.13																								
PB 2 PJOK: 3.5; 4.5; SBdP: 3.1; 4.3; BI: 3.2; 4.2; IPA: 3.1; 4.1																								
PB 3 PPKn: 3.6; 4.6; BI: 3.2; 4.2; MAT: 3.6; 4.13																								
PB 4 MAT: 3.6; 4.13; IPS: 3.1; 4.1; PPKn: 3.6; 4.6; BI: 3.2; 4.2																								
PB 5 IPA: 3.1; 4.1; PJOK: 3.5; 3.11; 4.5; 4.11; SBdP: 3.1; 4.3; BI: 3.2; 4.2																								
PB 6 BI: 3.2; 4.2; PPKn: 3.6; 4.6; IPS: 3.1; 4.1; SBdP: 3.1; 4.3																								
Subtema 2 : Organ Tubuh Manusia dan Hewan	√																							
PB 1 BI: 3.2; 4.2; MAT: 3.3; 4.6																								
PB 2 PJOK: 3.11; 4.11; SBdP: 3.2; 4.5; BI: 3.2; 4.2; IPA: 3.2; 4.7																								
PB 3 PPKn: 3.6; 4.6; BI: 3.2; 4.2; MAT: 3.3; 4.6																								
PB 4 MAT: 3.3; 4.6; IPS: 3.1; 4.1; PPKn: 3.6; 4.6; BI: 3.2; 4.2																								
PB 5 IPA: 3.2; 4.7; PJOK: 3.4; 4.4; BI: 3.2; 4.2; SBdP: 3.2; 4.5																								
PB 6 BI: 3.2; 4.2; PPKn: 3.6; 4.6; IPS: 3.1; 4.1; SBdP: 3.2; 4.5																								
Subtema 3 : Cara Hidup Manusia, Hewan, dan Tumbuhan			√																					
PB 1 BI: 3.2; 4.2; MAT: 3.3; 4.12;																								
PB 2 PJOK: 3.6; 4.6; SBdP: 3.5; 4.15; BI: 3.2; 4.2; IPA: 3.7; 4.7																								
PB 3 PPKn: 3.6; 4.6; BI: 3.2; 4.2; MAT: 3.3; 4.12																								
PB 4 MAT: 3.3; 4.12; IPS: 3.3; 4.3; PPKn: 3.6; 4.6; BI: 3.2; 4.2																								
PB 5 IPA: 3.7; 4.7; PJOK: 3.6; 4.6; SBdP: 3.5; 4.17; BI: 3.2; 4.2																								
PB 6 BI: 3.2; 4.2; PPKn: 3.6; 4.6; IPS: 3.3; 4.3; SBdP: 3.5; 4.15																								
Kegiatan Berbasis Proyek				√																				
Tema 7: Sejarah Peradaban Indonesia																								
Subtema 1 : Kerajaan Islam di Indonesia					√																			
PB 1 MAT: 3.3; 4.9; BI: 3.5; 4.5; IPA: 3.5; 4.5																								
PB 2 PJOK: 3.5; 4.5; SBdP: 3.5; 4.17; IPA: 3.5; 4.5; BI: 3.5; 4.5																								
PB 3 BI: 3.5; 4.5; MAT: 3.3; 4.9; PPKn: 3.5; 4.5																								
PB 4 PPKn: 3.5; 4.5; BI: 3.5; 4.5; IPS: 3.2; 4.2; MAT: 3.3; 4.9																								
PB 5 SBdP: 3.5; 4.17; PJOK: 3.5; 4.5; BI: 3.5; 4.5; IPA: 3.5; 4.5																								
PB 6 BI: 3.5; 4.5; IPS: 3.2; 4.2; SBdP: 3.5; 4.17																								
Subtema 2 : Peninggalan-Peninggalan Kerajaan Islam di Indonesia					√																			
PB 1 MAT: 3.3; 4.9; BI: 3.5; 4.5; IPA: 3.5; 4.5																								
PB 2 IPA: 3.5; 4.5; SBdP: 3.5; 4.17; PJOK: 3.4; 4.4; BI: 3.5; 4.5																								
PB 3 BI: 3.5; 4.5; MAT: 3.3; 4.9; PPKn: 3.5; 4.5																								
PB 4 PPKn: 3.5; 4.5; BI: 3.5; 4.5; IPS: 3.2; 4.2; MAT: 3.3; 4.9																								
PB 5 SBdP: 3.5; 4.17; PJOK: 3.4; 4.4; BI: 3.5; 4.5; IPA: 3.5; 4.5																								
PB 6 IPS: 3.2; 4.2; BI: 3.5; 4.5; SBdP: 3.5; 4.17																								
Subtema 3 : Melestarikan Peninggalan Kerajaan Islam						√																		
PB 1 MAT: 3.3; 4.9; BI: 3.5; 4.5; IPA: 3.5; 4.5																								
PB 2 IPA: 3.5; 4.5; SBdP: 3.4; 4.13; PJOK: 3.6; 4.6; BI: 3.5; 4.5																								
PB 3 BI: 3.5; 4.5; MAT: 3.3; 4.9; PPKn: 3.5; 4.5																								
PB 4 PPKn: 3.5; 4.5; BI: 3.5; 4.5; IPS: 3.2; 4.2; MAT: 3.3; 4.9																								
PB 5 SBdP: 3.4; 4.13; PJOK: 3.6; 4.6; BI: 3.5; 4.5; IPA: 3.5; 4.5																								
PB 6 IPS: 3.2; 4.5; BI: 3.5; 4.5; SBdP: 3.4; 4.13																								
KEGIATAN BERBASIS PROYEK								√																

Suroto, S.Pd, M.Pd I
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Appendix 8 Mapping Basic Competence of Knowledge and Skill

KOMPETENSI INTI (KI)	KOMPETENSI DASAR (KD)	TEMA 6			TEMA 7			TEMA 8			TEMA 9		
		SUB TEMA			SUB TEMA			SUB TEMA			SUB TEMA		
		1	2	3	1	2	3	1	2	3	1	2	3
PPKn 3. Memahami pengetahuan factual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain	3.2 Memahami hak, kewajiban, dan tanggung jawab sebagai warga dalam kehidupan sehari-hari di rumah dan sekolah.										√		
	3.3 Memahami keanekaragaman sosial, budaya dan ekonomi dalam bingkai Bhinneka Tunggal Ika di lingkungan rumah sekolah dan masyarakat							√	√	√			
	3.4 Memahami nilai-nilai persatuan dan kesatuan di rumah, sekolah dan masyarakat												√
	3.5 Memahami Nilai-nilai Persatuan pada masa Islam				√	√	√						
	3.6 Memahami perlunya saling memenuhi keperluan hidup.	√	√	√								√	
BAHASA INDONESIA 3. Memahami pengetahuan factual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain	3.1 Menggali informasi dari teks laporan buku tentang makanan dan rantai makanan, kesehatan manusia, keseimbangan ekosistem, serta alam dan pengaruh kegiatan manusia Dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku							√	√	√	√	√	√
	3.2 Menguraikan isi teks penjelasan tentang proses daur air, rangkaian listrik, sifat magnet, anggota tubuh (manusia, hewan, tumbuhan) dan fungsinya, serta system pernapasan dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.	√	√	√									
	3.4 Menggali informasi dari teks pantun dan syair tentang bencana alam serta kehidupan berbangsa dan bernegara dengan bantuan guru dan teman dalam							√	√	√			

KOMPETENSI INTI (KI)	KOMPETENSI DASAR (KD)	TEMA 6			TEMA 7			TEMA 8			TEMA 9		
		SUB TEMA			SUB TEMA			SUB TEMA			SUB TEMA		
		1	2	3	1	2	3	1	2	3	1	2	3
	bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku												
	3.5 Menggali informasi dari teks cerita narasi sejarah tentang nilai-nilai perkembangan kerajaan Islam di Indonesia dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku				√	√							
MATEMATIKA 3. Memahami pengetahuan factual dengan cara mengamati dan menanya berdasar-kan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiat-annya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain	3.1 Mengenal konsep perpangkatan dan penarikan akar bilangan pangkat dua dan bilangan pangkat tiga sederhana							√	√				
	3.3 Memilih prosedur pemecahan masalah dengan menganalisis hubungan antar simbol, informasi yang relevan, dan mengamati pola.		√	√	√	√			√				
	3.6 Menentukan hubungan antar satuan kuantitas dalam kehidupan sehari-hari(rim, lusin, kodi).	√											
	3.7 Menemukan rumus keliling dan luas lingkaran melalui suatu percobaan						√						
	3.8 Memahami arti rata-rata, median dan modus dari sekumpulan data.									√			√
	3.9 Memahami konsep frekuensi relative melalui percobaan dan table										√		√
IPA 3. Memahami pengetahuan factual dengan cara mengamati dan menanya berdasar-kan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegi-atannya, dan benda-ben-da yang	3.1 Mendeskripsikan rangka manusia dan fungsinya.	√											
	3.2 Mengenal organ tubuh manusia dan hewan serta mendeskripsikan fungsinya		√										
	3.4 Mengidentifikasi perubahan yang terjadi di alam, hubungannya dengan penggunaan sumber daya alam, dan pengaruh kegiatan manusia terhadap keseimbangan lingkungan sekitar.									√			√

KOMPETENSI INTI (KI)	KOMPETENSI DASAR (KD)	TEMA 6			TEMA 7			TEMA 8			TEMA 9		
		SUB TEMA			SUB TEMA			SUB TEMA			SUB TEMA		
		1	2	3	1	2	3	1	2	3	1	2	3
dijumpainya di rumah, di sekolah dan tempat bermain	3.5 Mengenalrangkaianlistrik Sederhana dan sifat magnet serta penerapannya dalam kehidupan sehari-hari				√	√	√						
	3.6 Mengenal jenis hewan dari Makanannya dan mendeskripsikan rantai makanan pada ekosistem di lingkungan sekitar							√	√	√			
	3.6.Mendeskripsikan siklus air dan dampak nya pada peristiwa di bumi serta kelangsungan mahluk hidup deskripsikan siklus air dan dampaknya pada peristiwa di bumi serta kelangsungan mahluk hidup										√		
	3.7 Mengenal system pernapasan hewan dan manusia serta penyakit yang berkaitan dengan pernapasan.			√									
IPS 3. Memahami pengetahuan factual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatan-nya, dan benda-benda yang dijumpainya di rumah, di sekolahdantempatbermain	3.1 Memahami aktivitas dan perubahan kehidupan manusia dalam ruang, konektivitas antar ruang dan waktu serta dan keberlanjutannnya dalam kehidupan sosial, ekonomi, pendidikan dan budaya dalam lingkup nasional.	√	√										
	3.2 Mengenal perubahandan keberlanjutan yang terjadi dalam kehidupan manusia dan masyarakat Indonesia pada masa penjajahan, masa tumbuhnya rasa kebangsaan serta perubahan dalam aspek sosial, ekonomi, pendidikan dan budaya				√	√							
	3.3 Memahami manusia dalam hubungannya dengan kondisi geografis di wilayah Indonesia.			√									
	3.4 Memahami manusia Indonesia dalam aktivitas yang yang terkait dengan fungsi dan peran kelembagaan sosial, ekonomi dan budaya, dalam masyarakat Indonesia							√	√	√			

KOMPETENSI INTI (KI)	KOMPETENSI DASAR (KD)	TEMA 6			TEMA 7			TEMA 8			TEMA 9		
		SUB TEMA			SUB TEMA			SUB TEMA			SUB TEMA		
		1	2	3	1	2	3	1	2	3	1	2	3
	3.5 Memahami manusia Indonesia dalam bentuk-bentuk dan sifat dinamika interaksi dengan lingkungan alam, sosial, budaya, dan ekonomi.										√	√	√
SENI BUDAYA dan PRAKARYA (SBdP) 3. Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain	3.1 Mengenal prinsip seni dalam berkarya seni rupa.	√								√			
	3.2 Mengenal harmoni musik dan lagu daerah.		√					√	√		√	√	
	3.4 Memahami prosedur dan langkah kerja dalam berkarya kreatif berdasarkan ciri khas daerah.					√							√
	3.5 Memahami unsur-unsur budaya daerah dalam bahasa daerah.			√	√								
PENDIDIKAN JASMANI, OLAHRAGA, KESEHATAN (PJOK) 3. Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain	3.4 Memahami variasi dan kombinasi pola gerak dasar lokomotor dan non lokomotor untuk membentuk gerakan dasar (sikap dan kuda-kuda) olahraga beladiri.		√					√					
	3.5 Memahami konsep aktivitas Latihan daya tahan jantung dan paru (cardiorespiratory) untuk pengembangan kebugaran jasmani.	√			√	√		√					
	3.6 Memahami konsep kombinasi pola gerak dominan statis dan dinamis (melompat, menggantung, mengayun, meniti, mendarat) untuk membentuk keterampilan/ teknik dasar senam menggunakan alat.			√		√				√			
	3.7 Memahami konsep kombinasi gerak dasar langkah dan ayunan lengan bertema budaya daerah dan nasional mengikuti irama (ketukan) tanpa/ dengan musik dalam aktivitas gerak ritmik.									√	√		

KOMPETENSI INTI (KI)	KOMPETENSI DASAR (KD)	TEMA 6			TEMA 7			TEMA 8			TEMA 9		
		SUB TEMA			SUB TEMA			SUB TEMA			SUB TEMA		
		1	2	3	1	2	3	1	2	3	1	2	3
	3.10 Memahami cara menjaga diri dari berbagai tindak-an/perilaku tidak senonoh.											√	
	3.11 Memahamibahayamerokok terhadap kesehatan tubuh.												√
	3.12 Memahami pengaruh aktivitas fisik yang berbeda terhadap tubuh.							√	√				


Malang, 4 Januari 2017
Mengetahui
Kepala MIN Malang 2,

Drs. Supandri
NIP. 196606271994031003
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Guru Kelas VA ,

Suroto, S.Pd, M.Pd I

Appendix 9 Minimal Score Every Lesson in Fifth Grade Learning



Kelas: 5 A Tahun Pelajaran 2016/2017

MASUKKAN DATA PADA CELL BERWARNA PUTIH

STRUKTUR KURIKULUM			KKM
MUATAN MATA PELAJARAN			
MUATAN PENDIDIKAN AGAMA ISLAM DAN BAHASA ARAB	Singkatan		
1	Al-Qur'an Hadis	QH	78
2	Akidah Akhlaq	AA	78
3	Fikih	F	78
4	Bahasa Arab	BA	75
5	Sejarah Kebudayaan Islam	SKI	78
MUATAN TEMATIK/ UMUM		Singkatan	KKM
1	Pendidikan Pancasila dan Kewarganegaraan	PKn	75
2	Bahasa Indonesia	BI	75
3	Matematika	MTK	75
4	Ilmu Pengetahuan Alam	IPA	75
5	Ilmu Pengetahuan Sosial	IPS	75
6	Seni Budaya dan Prakarya	SBdP	75
7	Pendidikan Jasmani, Olahraga, dan Kesehatan	PJOK	76
MUATAN LOKAL			
No	MULOK A (PENILAIAN BERBASIS KD)	Singkatan	KKM
1	Bahasa Jawa	BJ	75
2	Bahasa Inggris	Bingg	75
3	TIK	TIK	76
No	MULOK B (PENILAIAN MENGAJI)	Singkatan	KKM



KEMENTERIAN AGAMA
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KOTA MALANG (65148)



PENILAIAN HARIAN

Tema : 6. Benda-benda di lingkungan sekitar Kelas : V (lima)
 Subtema : 3. Perubahan wujud benda Semester : 2 (dua)

I. Pilihlah salah satu jawaban yang paling benar!

1. Di bawah ini adalah sikap yang diperlukan dalam bekerja, **kecuali** ...
 - a. Disiplin
 - b. Taggung jawab
 - c. kerja asal asalan
 - d. Kerja keras
2. Kegiatan pada tabel di bawah yang bertujuan untuk memenuhi kebutuhan adalah...

1. Bertani	3. Berdemo
2. Berdagang	4. Beternak

- a. 1, 2, 3
 - b. 1, 3, 4
 - c. 2, 3, 4
 - d. 1, 2, 4
3. Contoh sikap petani yang baik dalam bekerja adalah...
 - a. Memberi pupuk yang sangat banyak
 - b. menanam bibit yang unggul
 - c. memakai pestisida berlebihan
 - d. menjual hasil panen dengan harga murah walaupun rugi.
4. Di bawah ini adalah bagian bagian tumbuhan bunga mawar, kecuali ...
 - a. Daun
 - b. bunga
 - c. buah
 - d. akar

Teks di bawah ini untuk menjawab soal nomor 5,6,24,25 dan 37.

Fotosintesis

Fotosintesis adalah proses pembuatan energi atau zat makanan/glukosa yang berlangsung atas peran cahaya matahari dengan menggunakan zat hara/mineral, karbondioksida dan air. Makhluk hidup yang mampu melakukan fotosintesis adalah tumbuhan, alga dan beberapa jenis bakteri. Fotosintesis sangat penting bagi kehidupan di bumi karena hampir semua makhluk hidup bergantung pada energi yang dihasilkan oleh proses fotosintesis. Tumbuhan menangkap cahaya menggunakan pigmen yang disebut klorofil. Pigmen inilah yang memberi warna hijau pada tumbuhan.

Fungsi Fotosintesis

Fungsi Fotosintesis sebagai berikut.

1. Fungsi utama fotosintesis untuk memproduksi zat makanan berupaglukosa. Glukosa menjadi bahan bakar dasar pembangun zat makanan lainnya, yaitu lemak dan protein dalam tubuh tumbuhan. Zat-zat ini menjadi makanan bagi hewan maupun manusia.
2. Fotosintesis membantu membersihkan udara, yaitu mengurangi kadar CO₂ (karbondioksida) di udara karena CO₂ adalah bahan baku dalam proses fotosintesis. Sebagai hasil akhirnya, selain zat makanan adalah O₂ (Oksigen) yang sangat dibutuhkan untuk kehidupan. Kemampuan tumbuhan berfotosintesis selama masa hidupnya menyebabkan sisa-sisa tumbuhan yang hidup masa lalu tertimbun di dalam tanah selama berjuta-juta tahun menjadi batubara menjadi salah satu sumber energi saat ini.

5. Berdasar bacaan di atas yang berperan dalam peristiwa foto sintesis sebagai berikut, **kecuali** ...

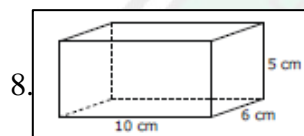
- a. Air
- b. sinar matahari
- c. oksigen
- d. karbondioksida

6. Selain menghasilkan zat makanan fungsi dari fotosintesis adalah membantu membersihkan udara karena...

- a. Menambah CO₂
- b. Menyerap CO₂
- c. menghasilkan air
- d. menghasilkan daun

7. Di bawah ini yang merupakan rumus luas permukaan balok adalah ...

- a. $p \times l \times t$
- b. $2(p + l + t)$
- c. $2[(p \times l) + (p \times t) + (l \times t)]$
- d. $2[(p \times l) \times (p \times t) \times (l \times t)]$



Volume balok pada gambar
di samping adalah ...

- a. 600
- b. 360
- c. 300
- d. 3000

9. Sebuah kardus berukuran panjang 20 cm, lebar 8 cm, dan tinggi 6 cm. Luas permukaan kardus tersebut adalah ... cm²

- a. 656
- b. 328
- c. 566
- d. 960

10. Alat pernafasan manusia yang bercabang ke bronkus dan berfungsi menyaring udara yang masuk adalah ...

- a. trakea
- b. paru-paru
- c. hidung
- d. faring

11. ikan yang mempunyai alat pernafasan insang dan labirin adalah ...

- a. lele, belut, mujair
- b. lele, belut, gabus
- c. lele, gabus, udang
- d. lele, belut, bandeng

12. Paru-paru terletak di dalam rongga dada. Rongga dada dan perut dibatasi oleh sekat yang disebut ...

- a. Rongga perut
- b. Pleura
- c. alveolus
- d. diafragma

13. Sebagian besar penduduk yang ada di Kota Malang mata pencahariannya adalah ...

- a. Karyawan
- b. Petani
- c. Nelayan
- d. Pemandu wisata

14. Di bawah ini usaha yang bergerak di bidang industri adalah ...

- a. Perkebunan kopi
- b. Membuka warung
- c. Penjual ikan segar
- d. Pabrik minyak kelapa sawit

15. Perkembangan teknologi yang saat ini mempengaruhi perubahan aktivitas manusia adalah ...

- a. Televisi
- b. Internet
- c. Pesawat
- d. Mobil

16.



Penyebutan nama benda pada gambar di samping dalam bahasa Jawa adalah ...

- a. Ketupat
- b. Tupat
- c. katupat
- d. kupat

17. Kerajinan perak bakar Indonesia sangat disukai turis mancanegara. Daerah penghasil kerajinan perak bakar adalah ...

- a. Kota Gedhe Yogyakarta
- b. Surabaya
- c. Bandung
- d. Troso Jepara

18. Di bawah ini adalah keunikan kerajinan batik tulis Nusantara, kecuali ...

- a. Dibuat dengan mesin modern
- b. Dibuat hanya dengan tangan
- c. Motifnya mengandung makna sejarah
- d. Tiap daerah punya corak berbeda

19. Diantara gerakan dibawah ini yang termasuk melatih keseimbangan adalah

- a. Berjalan belok belok
- b. Berjalan di atas balok titian
- c. Berjalan lompat
- d. Menggendong teman

20.



Gambar disamping adalah gerakan keseimbangan dengan menirukan bentuk

- a. Burung terbang
- b. Pohon berayun
- c. Kapal terbang
- d. Bentuk perahu

21. Dibawah ini yang termasuk urutan gerakan olahraga atletik kid adalah ...

- a. Lompat jauh, lempar lembing, lari
- b. Lempat lembing, lari, lompat katak
- c. Lari zig zag, lempar, lompat
- d. Lari cepat, lompat rintangan, lempar turbo

Isilah titik-titik di bawah ini dengan jawaban yang tepat!

22. Salah satu sikap yang diperlukan untuk memenuhi kebutuhan hidup adalah disiplin.

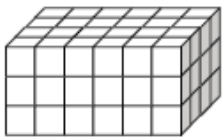
Salah satu manfaat disiplin dalam bekerja adalah ...

23. Salah satu sikap yang tidak boleh dilakukan dalam usaha memenuhi kebutuhan adalah ...

24. Menurut bacaan di atas soal nomer 5, ketika berfotosintesis tumbuhan menangkap cahaya menggunakan pigmen yang disebut ...

25. Menurut bacaan di atas soal nomor 5, hasil dari foto sintesis tumbuhan menghasilkan zat-zat makanan berupa...

26. Banyak kubus satuan pada gambar gambar di samping adalah ...



27. mempunyai panjang 60 cm, lebar 25 cm, dan tinggi 40 cm. volume air yang dapat ditampung dalam bak mandi adalah ... cm^3

28. Alat pernafasan pada berudu atau katak kecil adalah ...

29. Fungsi alveolus pada alat pernafasan adalah ...

30. Kegiatan ekonomi yang bersifat produktif untuk mengolah bahan mentah menjadi bahan jadi atau barang jadi disebut ...

31. Kegiatan ekonomi masyarakat di daerah pantai biasanya memanfaatkan hasil laut. Hasil laut yang dapat digunakan untuk membuat kerajinan bros adalah ...

32. Gambar di samping adalah kerajinan yang berfungsi untuk sendok sayur. Bahan yang dipakai alat tersebut berasal dari pohon ...



33. Tuliskan 2 macam kerajinan yang berasal dari kota Malang !

34. Gambar disamping adalah latihan Gerakan



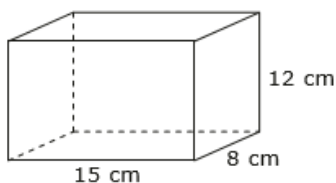
35. Olah raga lompat tali berfungsi untuk kesehatan badan terutama organ

III. Jawablah pertanyaan di bawah ini dengan tepat !

36. Tuliskan 3 sikap yang harus kalian lakukan, agar menjadi pribadi yang menyenangkan dan disukai teman!

37. Bacalah teks di atas soal nomor 5, kemudian jelaskan bagaimana terjadinya peristiwa dan hasil fotosintesis pada tumbuhan!

38. Hitunglah luas permukaan balok pada gambar di samping!



39. Tuliskan 3 penyakit alat pernafasan beserta penyebabnya!

40. Tuliskan 3 mata pencaharian masyarakat di daerah pesisir selain sebagai nelayan!

41. Tuliskan 3 jenis kerajinan yang bahannya berasal dari tumbuhan!

42. Sebutkan tiga latihan keseimbangan badan !

OF MALANG

F MAULANA MALIK IBRAHIM

no	nama	KELAS	KETERANGAN																																										
			1 PPKn	2 PPKn	3 PPKn	4 PPKn	5 BI	6 BI	7 MAT	8 MAT	9 MAT	10 IPA	11 IPA	12 IPA	13 IPS	14 IPS	15 IPS	16 SBdP	17 SBdP	18 SBdP	19 PJOK	20 PJOK	21 PJOK	22 PJOK	23 PPKn	24 PPKn	25 BI	26 BI	27 MAT	28 MAT	29 IPA	30 IPA	31 IPS	32 IPS	33 SBdP	34 SBdP	35 PJOK	36 PJOK	37 PPKn	38 BI	39 MAT	40 IPA	41 IPS	42 SBdP	43 PJOK
1	ALMIRA AMAZEVA M	5A	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3
2	ANDNI SYAFITRI WIL	5A	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3
3	AZIZAH PUTRISIA	5A	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	3	3	3	3	3	3	3	
4	CHILY HITATARI SYAH	5A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	3	3	3	3	3	3	3	
5	CHINTIA TRI HARDAN	5A	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	2	2	2	2	2	0	0	2	2	2	2	2	2	2	3	3	3	3	3	3	3	
6	DIVA CLARISA FLOREN	5A	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	2	2	2	2	2	0	0	2	2	2	2	2	2	2	3	3	3	3	3	3	3	
7	EMYRA KHEIDAR PUT	5A	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	2	2	2	2	2	0	0	2	2	2	2	2	2	2	3	3	3	3	3	3	3	
8	FAUZAN SYIFA' HIDAY	5A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	
9	IZAH SAFIRA MABRUR	5A	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	3	3	3	3	3	3	3	
10	IZAH SALSABIL ROHM	5A	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3
11	MARSHELA NABILA M	5A	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	
12	MAULINA AULIA PUT	5A	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	2	3	3	3	3	3	3
13	MELINDA AURAZWA C	5A	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	3							

Blok kolom A-BG
KLIK

[illegible]

Appendix 12 Recapitulation score daily assessment, Middle and last assessment

Rapor Kelas 5A Revisi 2014 Ver.5.5 - MI PERCOBAAN 1

File RAPOR KELAS 5 REVISI 2014 V.5.5 INPUT DAN OUTPUT GANJIL INPUT DAN OUTPUT GENAP IMPORT DATA GANJIL IMPORT DATA GENAP



APLIKASI PENGOLAH NILAI DAN RAPOR "K13 UNTUK MI"
MI PERCOBAAN 1

Wali Kelas: Suroto, M.Pd
TAHUN PELAJARAN 2016/2017



Kelas 5
REVISI 2014

Petunjuk



INPUT SETTING	INPUT NILAI SEMESTER GANJIL	INPUT NILAI SEMESTER GENAP
MADRASAH	<div style="display: flex; justify-content: space-between;"> <div> KI-1 dan KI-2 NILAI PTS GANJIL DATA RAPOR dan EKSTRA KURIKULER </div> <div> KI-3 dan KI-4 NILAI PAS PENGEMBANGAN DIRI dan PRESTASI </div> </div>	<div style="display: flex; justify-content: space-between;"> <div> KI-1 dan KI-2 NILAI PTS GENAP DATA RAPOR dan EKSTRA KURIKULER </div> <div> KI-3 dan KI-4 NILAI PAT PENGEMBANGAN DIRI dan PRESTASI </div> </div>
<div style="text-align: center;"> CEK NILAI </div>	<div style="text-align: center;"> CEK NILAI </div>	<div style="text-align: center;"> CEK NILAI </div>
<div style="text-align: center;"> OUTPUT COVER DAN DATA RAPOR MUTASI </div>	<div style="text-align: center;"> OUTPUT SEMESTER GANJIL <div style="display: flex; justify-content: space-around;"> <div> RAPOR PTS LEGGERS NILAI KD BUKU INDIK </div> <div> RAPOR PAS LEGGERS NILAI KD BUKU INDIK GRAFIK </div> </div> </div>	<div style="text-align: center;"> OUTPUT SEMESTER GENAP <div style="display: flex; justify-content: space-around;"> <div> RAPOR PTS LEGGERS NILAI KD BUKU INDIK </div> <div> RAPOR PAT LEGGERS NILAI KD BUKU INDIK GRAFIK </div> </div> </div>

Student Report
Kurikulum 2013
Permendikbud No. 23 Tahun 2016



Desain by:
Anang Sugiono, S.Pd, M.Pd.I

Hijau
Kuning

Dokumen Siswa
Dokumen Guru

Ganti Logo

<div><div></div><div>KELAS 5 A</div></div>		REKAP PENILAIAN HARIAN PENGETAHUAN (KI-3) SISWA KELAS 5 A TEMA 6 (ORGAN TUBUH MANUSIA DAN HEWAN)																
SUB TEMA →		SEMESTER GENAP TAHUN PELAJARAN 2016/2017																
Kode Muatan Mapel →		PKn	PKn	BI	BI	MTK	MTK	IPA	IPA	IPS	IPS	SBdP	SBdP	SBdP	PJOK	PJOK	PJOK	PJOK
Kode KD →		3.1	3.4	3.2	3.3	3.1	3.4	3.2	3.4	3.4	3.5	3.1	3.2	3.3	3.1	3.2	3.3	3.4
Kompetensi Dasar →		memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari	memahami nilai-nilai persatuan dan kesatuan di rumah, sekolah dan masyarakat	menguraikan isi teks penjelasan tentang proses daur air, rangkaian listrik, sifat magnet, anggota tubuh dan fungsinya, serta sistem pernapasan	menguraikan isi teks paparan iklan tentang ekspor impor sebagai kegiatan ekonomi antar bangsa	mengenal konsep perbandingan dan skala	mengenal konsep perbandingan dan skala	mengenal bagian tumbuhan serta mendeskripsikan fungsinya	mengidentifikasi perubahan alam, dan pengaruh kegiatan manusia terhadap lingkungan	memahami manusia Indonesia dalam aktivitas yang berkaitan dengan fungsi dan peran kelembagaan dalam masyarakat	memahami manusia Indonesia dalam bentuk dan sifat dinamis, interaksi dengan lingkungan alam, sosial, budaya, dan ekonomi	mengenal prinsip seni dalam berkarya seni rupa	mengenal harmoni musik dan lagu daerah	memahami fungsi properti yang dapat digunakan dalam tari	memahami konsep variasi dan kombinasi pola gerak dasar dalam berbagai permainan dan atau olahraga tradisional pola besar	memahami konsep variasi dan kombinasi pola gerak dasar dalam berbagai permainan dan atau olahraga tradisional pola kecil	memahami konsep variasi dan kombinasi pola gerak dasar dalam etnik nomor lompat, dan lempar	memahami pola gerak dasar lokomotor dan non lokomotor (jika dan kuda-kuda) olahraga beladiri
KKM →		75	75	75	75	75	75	75	75	75	75	75	75	75	76	76	76	76
NO	NAMA SISWA																	
1	ALMIRA AMAZEVA	88,0	88,0	100,0	94,3	86,0	76,0	95,0	100,0	100,0	92,5	80,0	100,0	92,0	100,0	100,0	91,0	85,0
2	ANDINI SYAFITRI WIJAYANTI	88,0	90,5	77,0	80,7	88,0	80,0	96,0	90,0	100,0	100,0	80,0	90,0	92,0	90,0	90,0	100,0	85,0
3	AZIZAH PUTRISIA	84,0	83,5	85,0	93,0	86,0	76,0	100,0	90,0	100,0	100,0	80,0	90,0	100,0	90,0	90,0	82,0	100,0
4	CHILY HITATARTISYAH	100,0	88,0	77,0	92,3	78,0	76,0	100,0	80,0	100,0	100,0	90,0	90,0	92,0	100,0	100,0	91,0	92,0
5	CHINTIA TRI HARDANI	88,5	100,0	76,0	92,0	76,0	100,0	91,0	100,0	100,0	96,0	80,0	100,0	85,0	100,0	100,0	91,0	85,0
6	DIVA CLARISA FLORENSIA	88,5	100,0	100,0	94,3	90,0	76,0	96,0	100,0	100,0	100,0	80,0	80,0	92,0	90,0	90,0	91,0	85,0
7	ELVIRA KHEIDAR PUTRI	83,5	86,0	77,0	84,7	82,5	76,0	84,0	90,0	100,0	96,0	76,0	100,0	92,0	90,0	90,0	82,0	92,0
8	MAULANA SYIFA	96,0	90,0	92,0	97,3	100,0	76,0	100,0	100,0	100,0	96,5	92,5	76,0	80,0	85,0	100,0	91,0	92,0
9	ISA AL-FAREL SAFARUDIN																	
10	IZAH SAFIRA MABRURO	88,0	83,5	85,0	93,0	88,5	90,0	100,0	100,0	96,5	96,0	90,0	90,0	92,0	90,0	90,0	82,0	92,0
11	IZAH SALSABIL	88,0	88,0	100,0	98,0	80,5	76,0	91,0	90,0	100,0	96,0	80,0	80,0	85,0	100,0	100,0	82,0	85,0
12	MARSHALLA NABILA	88,5	88,0	76,0	86,3	88,5	76,0	95,0	90,0	96,5	92,5	90,0	90,0	85,0	100,0	100,0	82,0	92,0
13	MAULINA AULIA PUTRANTO	96,0	88,0	76,0	86,3	78,0	76,0	88,0	100,0	100,0	96,0	76,0	100,0	85,0	100,0	100,0	82,0	77,0
14	MELINDA AURAZWA C.	88,0	83,5	76,0	90,0	78,0	80,0	84,0	90,0	100,0	100,0	80,0	80,0	92,0	100,0	100,0	82,0	77,0
15	MUAZ JABAL BAIQUMNI	96,0	90,0	77,0	90,3	86,0	76,0	100,0	100,0	96,5	100,0	90,0	100,0	100,0	100,0	100,0	82,0	92,0
16	MUHAMMAD ADITYA ADITE	88,0	88,0	76,0	90,0	88,0	80,0	100,0	80,0	100,0	100,0	100,0	90,0	85,0	90,0	90,0	77,0	77,0
17	MUHAMMAD AMIYAR	88,0	88,0	76,0	92,0	90,0	76,0	84,0	100,0	100,0	92,5	80,0	100,0	85,0	100,0	100,0	77,0	85,0
18	MUHAMMAD HAMDI	100,0	95,0	85,0	89,3	96,0	76,0	91,0	100,0	100,0	100,0	80,0	100,0	100,0	100,0	100,0	91,0	100,0
19	MUHAMMAD RAFI OLIVIAN	88,5	100,0	85,0	93,0	90,0	76,0	100,0	90,0	100,0	88,0	100,0	90,0	77,0	100,0	100,0	77,0	92,0
20	MUHAMMAD RAZAN FATIH	88,5	88,0	77,0	92,3	84,0	76,0	84,0	100,0	100,0	92,5	90,0	100,0	100,0	100,0	100,0	91,0	92,0
21	NASYWA HANIFAH PUTRI AZ-ZAHRAH	91,5	83,5	76,0	92,0	78,0	76,0	95,0	100,0	100,0	88,5	90,0	90,0	92,0	90,0	90,0	91,0	85,0
22	SALSABILA EUGENIA DIYA	95,5	95,5	85,0	87,0	90,0	76,0	76,0	100,0	96,5	100,0	90,0	80,0	92,0	100,0	100,0	82,0	77,0
23	SALSABILA OCTAVIA	79,5	79,0	85,0	89,0	88,0	76,0	87,5	100,0	96,5	92,5	76,0	80,0	92,0	100,0	100,0	77,0	85,0
24	SHIRLY SANYA AZAMY	96,0	90,0	76,0	84,0	76,0	76,0	84,0	100,0	95,0	91,0	76,0	90,0	100,0	100,0	100,0	77,0	92,0
25	WAKDA AYU FITRIA	79,0	79,0	85,0	91,0	82,5	80,0	86,0	100,0	100,0	100,0	76,0	90,0	100,0	100,0	100,0	82,0	85,0
26	WAHYU GILANG RAMADHAN	87,0	79,0	100,0	94,0	88,5	76,0	86,0	76,0	100,0	100,0	76,0	90,0	100,0	90,0	90,0	82,0	92,0
27	YUKE ANNISA AJI	83,5	79,0	85,0	83,3	76,0	76,0	100,0	100,0	100,0	96,0	76,0	90,0	100,0	100,0	100,0	77,0	85,0
28	ZASKIA NOOR FIDAREN	91,5	91,0	77,0	88,5	86,0		91,0		100,0	88,5	76,0		92,0			77,0	92,0



KELAS 5 A

REKAP PENILAIAN HARIAN KETRAMPILAN (KI-4) SISWA KELAS 5 A TEMA 6 (ORGAN TUBUH MANUSIA DAN HEWAN)

SEMESTER GENAP TAHUN PELAJARAN 2016/2017

SUB TEMA →

Kode Muatan Mapel →

Kode KD →


Kompetensi Dasar →

KKM →

NO NAMA SISWA

	PKn	PKn	BI	BI	MTK	MTK	MTK	IPA	IPA	IPS	IPS	SBdP	SBdP	SBdP	PJOK	PJOK	PJOK	PJOK	PJOK
	4.1	4.4	4.2	4.3	4.2	4.11	4.13	4.2	4.3	4.3	4.4	4.2	4.6	4.12	4.1	4.2	4.3	4.4	4.6
	menceritakan perilaku yang mencerminkan pengamalan nilai-nilai Pancasila dalam kehidupan	menerapkan nilai-nilai persatuan dan kesatuan di rumah, sekolah dan masyarakat	menyampaikan teks penjelasan tentang proses daur air, rangkaian listrik, sifat magnet, anggota	menyajikan teks paparan lisan tentang ekspor impor sebagai kegiatan ekonomi antar bangsa	menentukan bagian yang tidak diketahui dalam persamaan yang melibatkan penambahan, pengurangan	membentuk berbagai bangun ruang yang volumenya sudah ditentukan	menentukan dengan kalimat sendiri dalam memecahkan masalah konsep perbandingan, skala, dan hubungan	menuliskan ide tentang pemanfaatan bagian tumbuhan di sekitarnya bagi manusia	merancang dan membuat rangkalan seri dan paralel menggunakan sumber arus searah	menyajikan pemahaman tentang manusia dalam hubungannya dengan kondisi geografis di wilayah	menceritakan tertulis tentang manusia Indonesia dan aktivitasnya yang terkait dengan	menggambar dekoratif tentang motif hias nusantara dengan menerapkan irama dan keseimbangan	menggunakan alat musik ritmis berkeompok dengan luring vokal lagu anak-anak dua suara	menerapkan gerak tari bertema berdasarkan gagasan dan imajinasi	mempraktikkan variasi dan kombinasi pola gerak dasar yang diadasi konsep gerak dalam berbagai	mempraktikkan variasi dan kombinasi pola gerak dasar yang diadasi konsep gerak dalam berbagai	mempraktikkan variasi dan kombinasi pola gerak dasar dalam atletik nomor lompat dan lempar	mempraktikkan variasi dan kombinasi pola gerak dasar sikap dan kuda-kuda olahraga beladiri	mempraktikkan gerak dominan statis dan dinamis (melompat, menggantung, mengayun, meniti, mendatar)
	75	75	75	75	75	75	75	75	75	75	75	75	75	75	76	76	76	76	76
1 ALMIRA AMIAZEVA	88,5	85,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
2 ANDINI SYAFITRI WIJAYANTI	89,0	90,0	80,0	83,3	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
3 AZIZAH PUTRISIA	91,0	85,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
4 CHILY HITATARTSYAH ZALANTIN	91,5	85,0	80,0	86,7	80,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
5 CHINTIA TRI HARDANI	88,0	90,0	80,0	86,7	80,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
6 DIVA CLARISA FLORENSIA	88,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
7 EMIYRA KHEIDAR PUTRI	91,5	90,0	80,0	86,7	90,0	90,0	80,0	85,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
8 HADZAK STIFA HADYATULLAH	92,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
9 ISA AL-FAREL SAFARUDIN																			
10 IZAH SAFIRA MABURRO	91,5	85,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
11 IZAH SALSABIL	88,0	85,0	90,0	90,0	90,0	80,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
12 KANDYATI KANDYATI KANDYATI	88,5	85,0	80,0	86,7	80,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
13 MAULINA AULIA PUTRANTO	91,5	85,0	80,0	86,7	80,0	90,0	80,0	85,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0
14 MELINDA AURAZWA C. SALSABILA D H	91,0	85,0	80,0	86,7	80,0	90,0	80,0	85,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0
15 MUAZ JABAL BAIQUMNI	89,5	85,0	80,0	86,7	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
16 MUHAMMAD ADITYA ADITE	89,0	90,0	80,0	86,7	80,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	80,0	80,0	90,0
17 MUHAMMAD AMIMAR	89,0	85,0	80,0	86,7	90,0	90,0	90,0	85,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	80,0
18 MUHAMMAD HAVIDI	88,5	85,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
19 MUHAMMAD RAFLI OLIVIAN FIDAMANSYAH	88,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	85,0	90,0	90,0	90,0	80,0	90,0	90,0	80,0	90,0	80,0
20 MUHAMMAD RAZAN FATIH	91,0	90,0	80,0	86,7	90,0	80,0	80,0	85,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
21 NASTYA HANIPAH PUTRI AZ ZAHRAH	91,5	85,0	80,0	86,7	80,0	90,0	80,0	90,0	90,0	85,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
22 SALSABILA EUGENIA DIYA	88,5	85,0	90,0	90,0	90,0	90,0	80,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0
23 SALSABILA OCTAVIA RAMADHAN	89,5	90,0	90,0	86,7	80,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	80,0
24 SHIRLY SANYYA AZAMY	88,5	85,0	80,0	86,7	80,0	80,0	80,0	85,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	80,0
25 VARDIA ATU FITRI RAHMADHAN	88,0	90,0	90,0	86,7	90,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
26 WAHYU GILANG RAMADHAN	92,0	85,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	90,0	90,0	90,0
27 YUKE ANNISA AJI	89,5	85,0	90,0	90,0	80,0	80,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	80,0
28 ZASKIA NOOR FIDAREN	88,0	85,0	80,0	83,3	90,0	90,0	80,0	90,0	90,0	85,0	90,0	80,0	90,0	90,0	90,0	90,0	80,0	90,0	80,0

MAULANA MALIK IE

 PTS GENAP		mengingat dan memahami isi materi						
NO	NAMA SISWA	REKAP NILAI MATA PELAJARAN UMUM						
KKM →		PKn	BI	MTK	IPA	IPS	SBdP	PJOK
1	ALMIRA AMRZEVA MARDYSAINS	98	91	63	84	78	81	74
2	ANDINI SYAFITRI WIJAYANTI	100	89	90	100	92	94	81
3	AZIZAH PUTRISIA	98	89	79	93	93	84	73
4	CHILY HITATARISYAH ZALANTIN	98	91	75	93	97	87	83
5	CHINTIA TRI HARDANI	98	93	66	81	86	78	79
6	DIVA CLARISA FLORENSIA	98	96	62	100	89	94	82
7	EMYKA KHEIDAR PUTRI WALLIYO	98	91	59	87	89	91	82
8	FAUZAN SYIFA' HIDAYATULLAH	100	91	100	87	88	88	94
9	ISA AL-FAREL SAFARUDIN							
10	IZAH SAFIRA MABRURO	100	91	86	87	93	81	79
11	IZAH SALSABIL ROHMATILLAH	100	93	75	90	93	94	69
12	MARSHELA NABILA KURNIAWAN	96	85	57	93	92	85	81
13	MAULINA AULIA PUTRANTO	100	96	73	84	85	84	74
14	MELINDA AURAZWA C. SALSABILA P. H.	98	87	72	93	88	88	80
15	MUAZ JABAL BAIQUMNI	100	93	69	97	82	85	88
16	MUHAMMAD ADITYA ADJIE	98	96	52	87	92	90	74
17	MUHAMMAD AMMAR	98	98	53	87	77	81	84
18	MUHAMMAD HAMDI REYNARD	100	98	69	100	97	91	80
19	MUHAMMAD RAFLI OLIVIAN FIRMANSYAH	100	98	82	97	85	85	85
20	MUHAMMAD RAZAN FATIH	98	98	70	90	93	88	78
21	NASYWA HANIFAH PUTRI AZ-ZAHRAH	96	96	62	87	92	81	82
22	SALSABILA EUGENIA DIYA	98	96	73	97	92	87	71
23	SALSABILA OCTAVIA RAMADHANI	96	96	59	97	93	87	79
24	SHIRLY SANYYA AZAMY	93	96	72	94	92	90	81
27	YUKE ANNISA AJI	98	89	50	74	75	88	80
28	ZASKIA NOOR FIDAREN	100	91	48	75	85	81	71

 PAS									
NO	NAMA SISWA	REKAP NILAI MATA PELAJARAN UMUM							
KKM →		PKn	BI	MTK	IPA	IPS	SBdP	PJOK	
1	ALMIRA AMAZEVA MARDYSAINS	91	90	76	87	85	83	80	
2	ANDINI SYAFITRI WIJAYANTI	100	97	98	83	97	80	86	
3	AZIZAH PUTRISIA	98	95	83	88	91	78	74	
4	CHILY HITATARISYAH ZALANTIN	98	93	87	90	97	98	90	
5	CHINTIA TRI HARDANI	96	98	76	77	91	93	85	
6	DIVA CLARISA FLORENSIA	96	90	85	88	94	88	94	
7	EMYKA KHEIDAR PUTRI WALLIYO	98	90	76	90	92	93	92	
8	FAUZAN SYIFA' HIDAYATULLAH	96	93	98	87	83	78	92	
9	ISA AL-FAREL SAFARUDIN								
10	IZAH SAFIRA MABRURO	93	97	87	85	86	85	88	
11	IZAH SALSABIL ROHMATILLAH	93	95	76	87	86	83	90	
12	MARSHELA NABILA KURNIAWAN	96	92	78	92	91	85	88	
13	MAULINA AULIA PUTRANTO	98	92	87	80	71	85	88	
14	MELINDA AURAZWA C. SALSABILA P. H.	98	93	85	87	89	93	96	
15	MUAZ JABAL BAIQUMNI	100	97	76	98	69	100	82	
16	MUHAMMAD ADITYA ADJIE VIRAVIRIDHA	96	95	85	93	88	85	90	
17	MUHAMMAD AMMAR ANIRODATS	91	92	77	85	80	75	86	
18	MUHAMMAD HAMDI REYNARD FAHREZI	93	88	93	93	83	93	96	
19	MUHAMMAD RAFLI OLIVIAN FIRMANSYAH	98	92	83	90	89	93	98	
20	MUHAMMAD RAZAN FATIH	93	92	77	78	83	83	96	
21	NASYWA HANIFAH PUTRI AZ-ZAHRAH	91	88	76	93	97	100	96	
22	SALSABILA EUGENIA DIYA	93	95	84	95	83	93	92	
23	SALSABILA OCTAVIA RAMADHANI	91	93	78	85	83	100	98	
24	SHIRLY SANYYA AZAMY	98	88	76	90	91	83	96	
25	VARDA AYU FITRIA RAMADHANI	98	92	85	80	91	90	88	
26	WAHYU GILANG RAMADHAN	93	90	78	87	94	90	84	
27	YUKE ANNISA AJI	91	87	76	82	80	85	96	
28	ZASKIA NOOR FIDAREN	93	82	82	84	77	90	94	



REKAP NILAI SEMUA MUATAN PELAJARAN

Cek Nilai Akhir sebelum di cetak Rapot

PASTIKAN DATA YANG AKAN ANDA CETAK BENAR !

**MUATAN PEMBELAJARAN TEMATIK
ATAU MUATAN PELAJARAN UMUM**

PENDIDIKAN KEWARGANEGARAAN

ILMU PENGETAHUAN SOSIAL

BAHASA INDONESIA

SENI BUDAYA DAN PRAKARYA

MATEMATIKA

PENDIDIKAN JASMANI ,
OLAHRAGA DAN KESEHATAN

ILMU PENGETAHUAN

**MUATAN PELAJARAN PAI
DAN BAHASA ARAB**

AL-QUR'AN HADIS

AKIDAH AKHLAQ

FIKIH

SEJARAH KEBUDAYAAN ISLAM

BAHASA ARAB

MUATAN LOKAL JENIS A

BAHASA JAWA

BAHASA INGGRIS


TIK

MUATAN LOKAL JENIS B

REKAP PENGETAHUAN (KI-3) SISWA KELAS 5 A MI PERCOBAAN 1 PENDIDIKAN KEWARGANEGARAAN SEMESTER GANJIL TAPEL 2016/2017																	
KKM: 75																	
NILAI ANGKA, PRESTASI DAN DESKRIPSI AKAN KELUAR JIKA NILAI PH, PTS, DAN PAS TELAH TERISI																	
NO	NAMA SISWA	Rekap NPH					Nilai PH	Nilai PTS	Nilai PAS	Nilai Rapot (KI3)					Nilai Angka	Predikat	Deskripsi
		3.1	3.2	3.3	3.4	3.6				3.1	3.2	3.3	3.4	3.6			
1	ALMIRA AMAZEVA MARDYSAINS	88	97	90	94	94	93	98	91	92	95	93	94	94	94	A	Anda ZEVA Sangat baik dalam memahami hak kewajiban dan tanggungjawab sebagai warga dalam kehidupan sehari-hari. Sangat baik dalam memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari.
2	ANDINI SYAFITRI WIJAYANTI	88	99	100	95	98	96	100	100	96	100	100	98	99	99	A	Anda ANDINI Sangat baik dalam memahami keanekaragaman sosial, budaya dan ekonomi dalam bingkai Bhinneka Tunggal Ika. Sangat baik dalam memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari.
3	AZIZAH PUTRISIA	84	98	100	92	92	93	98	98	93	98	98	96	96	96	A	Anda PUTRI Sangat baik dalam memahami keanekaragaman sosial, budaya dan ekonomi dalam bingkai Bhinneka Tunggal Ika. Sangat baik dalam memahami nilai simbol-simbol Pancasila dalam kehidupan sehari-hari.

REKAP KETRAMPILAN (KI-4) SISWA KELAS 5 A MI PERCOBAAN 1 PENDIDIKAN KEWARGANEGARAAN SEMESTER GANJIL TAPEL 2016/2017														
Nilai Rapot (KI4)						Angka	Predikat	Deskripsi						
4.1	4.2	4.3	4.4	4.6										
89	90	90	90	88	89	A	Anda ZEVA Sangat baik dalam melaksanakan kewajiban dan menegakkan aturan di rumah dan sekolah. Sangat baik dalam menyajikan dinamika saling memenuhi keperluan hidup antar daerah untuk menumbuhkan keutuhan nasional.							
89	90	90	90	88	89	A	Anda ANDINI Sangat baik dalam melaksanakan kewajiban dan menegakkan aturan di rumah dan sekolah. Sangat baik dalam menyajikan dinamika saling memenuhi keperluan hidup antar daerah untuk menumbuhkan keutuhan nasional.							
91	91	90	90	91	91	A	Anda PUTRI Sangat baik dalam mencantumkan perilaku yang mencerminkan pengalaman nilai-nilai Pancasila dalam kehidupan sehari-hari. Sangat baik dalam membantu masyarakat melaksanakan kegiatan di rumah, sekolah dan masyarakat.							

Appendix 13 Final Score and Description

	Nomor Urut	1	ALMIRA AMAZEVA MARDYSAINS		Print Absen Siswa Nomor:	
					Dari	1
RAPOR PESERTA DIDIK DAN PROFIL PESERTA DIDIK						
Nama Peserta Didik : ALMIRA AMAZEVA MARDYSAINS Kelas : 5 A NISN/NIS : 5037 Semester : Ganjil Nama Madrasah : MI PERCOBAAN 1 Tahun Pelajaran : 2016/2017 Alamat Madrasah : Jl. Kemantren II/ 26						
2. Sikap Sosial Ananda ZEVA Baik dalam Jujur, disiplin, tanggung jawab, peduli, santun, percaya diri.						
B. PENGETAHUAN DAN KETERAMPILAN						
No		Muatan Pelajaran		Pengetahuan		Keterampilan
		Nilai	Predikat	Deskripsi	Nilai	Predikat
1 Pendidikan Agama Islam						
	a. Al-Qur'an Hadis	85	B	Ananda ZEVA Baik dalam memahami arti dan isi kandungan QS. al- Kafirun, al-Ma'un, dan at-Takatsur dab an-nal. Baik dalam memahami arti dan isi kandungan QS. al- Kafirun, al-Ma'un, dan at-Takatsur dab an-nal.	93	A
	b. Akidah Akhlak	92	A	Ananda ZEVA Sangat baik dalam memahami hikmah beribadah kepada hari akhir (kiamat). Sangat baik dalam mengenal Allah SWT melalui sifat-sifat Allah SWT (ar-Razzaq, al-Fattah, asy-Syakur, al-Mughni).	94	A
	c. Fikih	91	A	Ananda ZEVA Sangat baik dalam memahami mandi wajib setelah haid. Sangat baik dalam memahami tanda-tanda baligh.	94	A
	d. Sejarah Kebudayaan Islam	79	B	Ananda ZEVA Baik dalam memahami cara-cara Rasulullah Saw dalam menghindari pertumpahan darah dalam peristiwa Fathu Makkah. Cukup dalam mengetahui keperwiraan Nabi Muhammad Saw dalam mempertahankan Kota Madinah.	93	A
ALMIRA AMAZEVA MARDYSAINS (2017) kelas: 5-A Tahun 2016/2017 Rapor PAS (Penilaian Akhir Semester) hal. 1 dari 5						
No		Muatan Pelajaran		Pengetahuan		Keterampilan
		Nilai	Predikat	Deskripsi	Nilai	Predikat
2 Pendidikan Pancasila dan Kewarganegaraan						
		94	A	Ananda ZEVA Sangat baik dalam memahami hak kewajiban dan tanggungjawab sebagai warga dalam kehidupan sehari-hari. Sangat baik dalam memahami nilai simbol-simbol Pancasila	89	A
	3 Bahasa Indonesia	91	A	Ananda ZEVA Sangat baik dalam menggali informasi dari teks laporan buku tentang makanan dan rantai makanan, kesehatan manusia, keseimbangan ekosistem, serta alam dan pengaruhnya. Sangat baik dalam menggali informasi dari teks pantun dan syair tentang bencana alam serta kehidupan berbangsa dan bernegara.	91	A
	4 Bahasa Arab	79	B	Ananda ZEVA Baik dalam memahami bentuk dan makna kata, frase, kalimat topik: في الحديقة، (الإشارة المفردة + الاسم المذكر + المضاف). Baik dalam mempraktikkan bunyi huruf, kata, frase, dan struktur kalimat topik: غرفة الجلوس والمذاكرة، والمذاكرة.	84	B

	5	Matematika	74	C	Ananda ZEVA Baik dalam mengenal dan menggambar denah letak benda dan sistem koordinat. Cukup dalam memahami berbagai pecahan dan dapat mengubah bilangan pecahan menjadi bilangan desimal, serta melakukan perkalian dan pembagian.	86	A	Ananda ZEVA Sangat baik dalam menentukan bilangan yang tidak diketahui dalam persamaan yang melibatkan penambahan, pengurangan, perkalian, atau pembagian bilangan satu atau dua angka. Baik dalam mengurai sebuah pecahan sebagai hasil penjumlahan, pengurangan, perkalian, dan pembagian dua buah pecahan yang dinyatakan dalam desimal dan persen.
	6	Ilmu Pengetahuan Alam	89	A	Ananda ZEVA Sangat baik dalam mendeskripsikan rangka manusia dan fungsinya. Sangat baik dalam mengenal organ tubuh manusia dan hewan serta mendeskripsikan fungsinya.	90	A	Ananda ZEVA Sangat baik dalam membuat bagan rangka manusia beserta fungsinya. Sangat baik dalam menyajikan hasil laporan tentang permasalahan akibat terganggunya keseimbangan alam akibat ulah manusia.
	5	Matematika	74	C	Ananda ZEVA Baik dalam mengenal dan menggambar denah letak benda dan sistem koordinat. Cukup dalam memahami berbagai pecahan dan dapat mengubah bilangan pecahan menjadi bilangan desimal, serta melakukan perkalian dan pembagian.	86	A	Ananda ZEVA Sangat baik dalam menentukan bilangan yang tidak diketahui dalam persamaan yang melibatkan penambahan, pengurangan, perkalian, atau pembagian bilangan satu atau dua angka. Baik dalam mengurai sebuah pecahan sebagai hasil penjumlahan, pengurangan, perkalian, dan pembagian dua buah pecahan yang dinyatakan dalam desimal dan persen.
	6	Ilmu Pengetahuan Alam	89	A	Ananda ZEVA Sangat baik dalam mendeskripsikan rangka manusia dan fungsinya. Sangat baik dalam mengenal organ tubuh manusia dan hewan serta mendeskripsikan fungsinya.	90	A	Ananda ZEVA Sangat baik dalam membuat bagan rangka manusia beserta fungsinya. Sangat baik dalam menyajikan hasil laporan tentang permasalahan akibat terganggunya keseimbangan alam akibat ulah manusia.
	7	Ilmu Pengetahuan Sosial	86	A	Ananda ZEVA Sangat baik dalam mengenal perubahan yang terjadi dalam kehidupan manusia dan masyarakat Indonesia pada masa penjajahan. Baik dalam memahami manusia Indonesia dalam bentuk dan sifat dinamika interaksi dengan lingkungan alam, sosial, budaya, dan ekonomi.	90	A	Ananda ZEVA Sangat baik dalam menyajikan hasil pengamatan mengenai aktivitas dan perubahan kehidupan manusia dalam ruang, konektivitas antar ruang dan waktu. Sangat baik dalam menceritakan hasil pengamatan mengenai perubahan dan keberlanjutan yang terjadi dalam kehidupan manusia dan masyarakat Indonesia pada masa penjajahan.
	8	Seni Budaya dan Prakarya	85	B	Ananda ZEVA Sangat baik dalam memahami prosedur dan langkah kerja dalam berkarya kreatif berdasarkan ciri khas daerah. Baik dalam mengenal harmoni musik dan lagu daerah.	89	A	Ananda ZEVA Sangat baik dalam menggambar ilustrasi dengan menerapkan proporsi dan komposisi. Baik dalam menggambar komik dengan menerapkan proporsi, komposisi, dan unsur penceritaan.
	9	Pendidikan Jasmani, Olah Raga, dan Kesehatan	80	B	Ananda ZEVA Baik dalam memahami konsep variasi dan kombinasi pola gerak dasar dalam atletik nomor lompat, dan lempar. Baik dalam memahami konsep salah satu gaya renang dengan koordinasi yang baik dalam aktivitas air.	90	A	Ananda ZEVA Sangat baik dalam mempraktikkan variasi dan kombinasi pola gerak dasar yang dilandasi konsep gerak dalam berbagai permainan bola besar. Sangat baik dalam mempraktikkan salah satu gaya renang dengan koordinasi yang baik dalam aktivitas air.
	10	Muatan Lokal						
		a. Bahasa Jawa	76	B	Ananda ZEVA Baik dalam mengidentifikasi tembang macapat. Cukup dalam mengidentifikasi teks narasi atau deskripsi.	88	A	Ananda ZEVA Sangat baik dalam menulis teks sesuai kaidah dan konteksnya. Baik dalam menceritakan kembali teks peristiwa factual.
		b. Bahasa Inggris	82	B	Ananda ZEVA Baik dalam memahami nama-nama objek wisata. Baik dalam menjelaskan kegiatan sehari-hari.	81	B	Ananda ZEVA Baik dalam melafalkan kalimat sederhana. Baik dalam memuliskan arti kata pada teks bacaan sederhana.
		c. TIK	~	~	~	86	A	Ananda ZEVA Sangat baik dalam mendemonstrasikan mencetak halaman. Baik dalam membuka halaman Internet (Browsing).

C. PENGEMBANGAN DIRI

No	Nama Kegiatan	Nilai	Deskripsi
1	Hafalah Surat-surat Pendek	A	SANGAT BAIK menghafal surat Al Fajr dan Al Ghasyiah sesuai tajwid dan maknanya
2	~	~	~
3	~	~	~

D. EKSTRAKURIKULER

No	Kegiatan Ekstrakurikuler	Deskripsi
1	Pramuka	Baik dalam baris berbaris, teknik kepramukaan, serta menyelesaikan SKU/ TKK.
2	Qiroah	Baik dalam mahajid huruf, teknik vokal, produksi suara dan interpretasi lagu.
3	Renang	Sangat mampu melakukan seluncur, gerak tangan, dan nafas dalam berenang
4	4	d
5	5	e

E. SARAN-SARAN

Lebih semangat lagi, kejar prestasimu, in sya Allah kamu bisa!

F. TINGGI DAN BERAT BADAN

No	Aspek yang dinilai	Semester	
		1	2
1	Tinggi Badan	137 cm	124 cm
2	Berat Badan	33 kg	45 kg

G. KONDISI KESEHATAN

No	Aspek Fisik	Keterangan
1	Pendengaran	Sehat dan mendengarkan secara jelas
2	Penglihatan	Normal dan melihat secara jelas
3	Gigi	Gigi berlubang, bersih dan sehat
4	Lainnya...	~

H. PRESTASI

No	Jenis Kegiatan	Keterangan
1	Kaligrafi	Tm Kaligrafi Aksioma Madrasah
2	~	~
3	~	~

I. KETIDAKHADIRAN

Sakit	1 hari
Izin	1 hari
Tanpa Keterangan	-

Orang tua/ Wali,

Malang, 17 Desember 2016
Guru Kelas 5 A,

Suroto, M.Pd
NIP. 197128031997031003

Mengetahui,
Kepala MI PERCOBAAN 1,

Drs. Supandri
NIP. 196615061994031003

Appendix 14 Documentation



Interview with informan



Location of the research



Fifth Grade MIN 2 Kota Malang



Teacher observe the students



Teacher observ attitude, knowledge and skill students in outdoor learning



Interview with students about implementing assessment

BIODATA



Name : Chushila Ammaliyya 'Azizah
 NIM : 13140035
 Date and Place of Birth : Nganjuk, 24 April 1995
 Fac./Study Program : FITK / PGMI
 Entrance Year : 2013
 Adress : RT 02 RW 07 Watudandang Prambon Nganjuk
 Contact : 085749681995
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 Level of education : RA Al-Hidayah Nganjuk
 MIN 2 Nganjuk
 MTsN 3 Nganjuk
 MAN 3 Nganjuk
 S1 PGMI UIN Maulana Malik Ibrahim Malang

Malang, May 30th, 2017

Writer,

(Chushila Ammaliyya 'Azizah)