

Abd Waris. 2017. Implementasi Penilaian Portofolio Dalam Pembelajaran Kontekstual Terhadap Kemajuan Hasil Belajar Siswa. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Yunin Hidayati dan Ana Yuniasti Retno Wulandari.

ABSTRAK

Penelitian bertujuan untuk mengetahui pengaruh, kemajuan hasil belajar siswa melalui penilaian portofolio serta keterlaksanaan dan respon siswa dalam pembelajaran kontekstual. Penelitian menggunakan metode pre-eksperimen dengan desain *One-Group Pretest-Posttest Design* dan dilaksanakan di MTs Negeri Bangkalan dengan populasi semua siswa kelas VII pada pokok bahasan Pencemaran Lingkungan. Teknik Pengambilan sampel menggunakan *purposive sampling*. sampel penelitian sebanyak 1 kelas. Pengumpulan data menggunakan teknik tes untuk kemajuan hasil belajar, teknik lembar pengamatan untuk keterlaksanaan pembelajaran dan teknik angket untuk respon siswa. teknik analisis data menggunakan uji *t* berpasangan. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) ada pengaruh penggunaan penilaian portofolio dalam pembelajaran kontekstual terhadap hasil belajar siswa dengan signifikansi sebesar 0,000 pada taraf signifikansi 0,05 dan $-2,052 < 19,252 > 2,052$ (2) ada perbedaan kemajuan hasil belajar siswa pada setiap pertemuan yaitu 98% pada pertemuan pertama; 82% pada pertemuan kedua; dan 86% pada pertemuan ketiga, (3) keterlaksanaan pembelajaran kontekstual berkategori sangat baik dengan persentase 97%, (4) respon siswa terhadap pembelajaran kontekstual berkategori menarik dengan persentase 75%.

Kata Kunci: hasil belajar, pembelajaran kontekstual, penilaian, portofolio

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ABSTRACT

This research aims to know influence, the progress of student learning outcomes by portfolio assessment, advisability and student response in contextual learning. This research used pre-experimental method with the design of one-group pretest-posttest design and was conducted in MTsN Bangkalan. The population is all of students in seventh grade with the topic 'environmental pollution'. The removal technique sampling applied purposive sampling. The sampling consists of 1 class. Technique of collecting data used test technique of the result study of student progression, observation sheet of learning activity and questionnaire of student response. Data were analyzed by using paired t-test. Based on the results of this research, it can be concluded: (1) there was effect of employing portfolio assessment in contextual learning to the result study of student progression with significance value of 0,000 with 0,05 significance level and $-2,052 < 19,252 > 2,052$ (2) there was difference in contextual learning to the result study of student progression is 98% in the first meeting, 82% in the second meeting, and 86% in the third meeting (3) the learning contextual activity has excellent category with 97%percentage (4) the student's response of contextual learning is interesting with 75% percentage.

Keywords: learning outcomes, contextual learning, assessment, portfolio