

## ABSTRAK

**Akhmad Rusbani. “Analisis Pelaksanaan Standar Penilaian Kurikulum 2013 (Revisi Tahun 2016) Pada Mata Pelajaran Matematika (Penelitian Deskriptif di SMAN 1 Bojongsoang)”**.

Tujuan penelitian ini adalah untuk mengetahui: (1) Kesesuaian instrumen penilaian pada pelajaran matematika di SMAN 1 Bojongsoang berdasarkan kurikulum 2013 revisi 2016. (2) Kelayakan instrumen penilaian pada pelajaran matematika di SMAN 1 Bojongsoang berdasarkan kurikulum 2013 revisi 2016. (3) Hambatan apa saja yang ditemukan dalam penerapan standar penilaian kurikulum 2013 (revisi tahun 2016) pada aspek kognitif kemampuan berpikir tingkat tinggi atau *High Order Thinking Skills* (HOTS) pada pembelajaran matematika di SMAN 1 Bojongsoang. Metode penelitian yang digunakan adalah Deskriptif. Populasi pada penelitian ini adalah seluruh guru SMAN 1 Bojongsoang. Jenis data yang digunakan dalam penelitian ini adalah data kualitatif, yaitu data yang dihasilkan dari observasi yang dilakukan peneliti dengan melihat guru secara langsung ketika melaksanakan pembelajaran matematika, kemudian data yang dihasilkan dari wawancara yang didapat peneliti dengan melakukan wawancara dengan kepala sekolah, wakil kepala sekolah bagian kurikulum dan guru matematika, serta dokumentasi aktivitas guru dan siswa selama pembelajaran matematika. Sumber data dalam penelitian ini adalah guru matematika di Sekolah Menengah Atas Negeri (SMAN) 1 Bojongsoang. Sumber data diambil menggunakan metode survei. Metode survei dipilih karena mempertimbangkan waktu mengajar guru-guru matematika di SMAN 1 Bojongsoang yang berkemungkinan mengajar diwaktu yang sama sehingga pengumpulan data sulit dilakukan secara menyeluruh sehingga diambil sampel yaitu guru matematika kelas XII di SMAN 1 Bojongsoang. Dari hasil penelitian ini diperoleh: (1) Instrumen penilaian pelajaran matematika yang diterapkan di SMAN 1 Bojongsoang mendapatkan persentase ketercapaian 83,3% masuk dalam kategori sangat baik, artinya instrumen penilaian sudah sesuai dengan kurikulum 2013 revisi 2016. (2) Instrumen penilaian pelajaran matematika yang diterapkan di SMAN 1 Bojongsoang mendapatkan persentase ketercapaian 82,5% masuk dalam kategori sangat baik, artinya instrumen penilaian sudah layak digunakan. (3) Hambatan yang ditemukan pada standar penilaian kurikulum 2013 revisi 2016 adalah penerapan soal HOTS tidak bisa dilaksanakan dan soal administrasi penilaian yang rumit.

Kata Kunci: Kurikulum 2013 Revisi 2016, Standar Penilaian Pada Pembelajaran Matematika.

## ABSTRACT

**Akhmad Rusbani. “Analysis of Implementation of the 2013 Curriculum Assessment Standards (Revised 2016) on Mathematics Subject (Descriptive Research at the SMAN 1 Bojongsoang)”.**

The objective of this research was to determine: (1) appropriateness of assessment instruments on Mathematics lesson at the SMAN 1 Bojongsoang based on the 2013 curriculum revised 2016 version. (2) Eligible assessment instruments on Mathematics at SMAN 1 Bojongsoang based on the 2013 curriculum revised 2016. (3). what obstacles found in the implementation of the 2013 curriculum assessment standardized in terms of cognitive aspect of High Order Thinking (HOT) on Mathematics learning in the SMAN 1 Bojongsoang. Research method used in this study was descriptive. Population of this study were all of teachers in the SMAN 1 Bojongsoang. Sort of data used in this research was qualitative data which revealed from observation conducted by researcher to observe teachers directly when they taught Mathematics. Interview data were collected from Head master, Vice Head Master of Curriculum, and Mathematics teacher. Thus, documentation refers to teachers & students' learning activity. Source data of this research was Mathematics teacher from the SMAN 1 Bojongsoang. The data were collected through survey method. Assigning of survey method was considered as the teachers have the same schedule that implies difficulties to generate data. Thus, the sample was taken namely Mathematics teachers of XII class at the SMAN 1 Bojongsoang. From the result of research, it was obtained that: (1) Assessment instrument of Mathematics subject that implemented at the SMAN 1 Bojongsoang obtained 83,3 % achievement percentages which is in very good category. It means that it was in line by the 2013 curriculum revised 2016; (2) Assessment instrument of Mathematics subject which implemented at the SMAN 1 Bojongsoang obtained 82,5% which was in very good category. It illustrated that assessment instrument was eligible to use; (3) Found obstacle in curriculum assessment standard revised 2016 was implementation of HOTS questions could not be implemented and the administrative assessment questions were complicated.

Keywords: 2013 Curriculum revised 2016, Assessment standard on Mathematics learning