ABSTRAK

Sumardi: Model Asesmen Pembelajaran Berdasarkan Hasil Ujian Nasional Matematika SD.**Disertasi**.**Yogyakarta: Program PascasarjanaUniversitas Negeri Yogyakarta, 2012.**

Tujuan penelitian ini adalah: (1) mendeskripsikan rata-rata hasil belajar matematika di SD Negeri di Sukoharjo tahun 2009, (2) mendeskripsikan peta kelemahan kognitif siswa Sekolah Dasar, (3) mendeskripsikan kelemahan pembelajaran matematika yang terdapat di Sekolah Dasar berdasarkan informasi UN, (4) mengembangkan model pembelajaran matematika di tingkat Sekolah Dasar melalui *Assesment for Learning* untuk memperbaiki pembelajaran matematika berdasarkan kelemahan yang dihadapi oleh guru dan siswa, dan (5) mengetahui hasil perbandingan nilai dengan menganalisis hasil UN SD tahun 2010 dengan hasil UN tahun 2011

Jenis penelitian yang digunakan adalah *Research & Development*. produk yang dikembangkan adalah perangkat penilaian untuk pembelajaran berdasarkan kesulitan belajar siswa.Penelitian awal dilakukan di SekolahDasar se Kabupaten Sukoharjo Jawa Tengah. Dengan metode dokumentasi, diperoleh hasil UN SD, dengan melalui program ITEMAN, diperoleh informasi tentang karakteristik soal dan peta kesulitan materi pada kelompok aritmetika, geometridanpengolahan data. Berdasarkan hasil peta kesulitan tersebut dikembangkan asesmen APB (Aplikasi Prestasi Belajar) program *foxpro* sebagai umpan balik pada proses pembelajaran *Assesment for Learning*dengan strategi pembelajaran tutor sebaya.

Hasil penelitian ini adalah sebagai berikut. (1) Rrata-rata tingkat kesulitan tertinggi pada sub materi geometri dalam kompetensi dasar menentukan luas permukaan bangun ruang, sub materi aritmetika pada kompetensi dasar menyelesaikan soal cerita yang berkaitan dengan perbandingan, dan pada sub materi pengolahan data pada kompetensi dasar menentukan rata-rata hitung dan modus. (2) Pemetaan hasil UN SD di Kabupaten Sukoharjo berdasarkan kesulitan yang dihadapi siswa adalah untuk submateri aritmetika sebanyak 41,8%, geometri 39,6% dan pengolahan data 47,9%. (3) Kelemahan pembelajaran matematika di sekolah dasar adalah masih berlangsungnya pembelajaran satu arah, murid kelihatan pasif, belum terbiasanya guru melaksanakan pembelajaran berdasarkan hasil ulangan. (4) Model assesmen APB mampu mendeteksi kelemahan siswa dan hasilnya dapat digunakan sebagai umpan balik pada proses pembelajaran yang memberdayakan tutor sebaya. (5) Terdapat penurunan hasil UN SD dari tahun 2010 ke 2011 yang dimungkinkan karena ketidaksesuaian beberapa indikator dan soal serta ketidakcocokan antara nomor indikator dalam kisi-kisi dan soal UN SD tahun 2011.

Kata kunci : *model asesmen, UN SD, profil diri dan profil kelas*

ABSTRACT

SUMARDI: *A Model of Learning Assessment Based on the Results of the National Examination of Mathematics in Elementary Schools.* **Dissertation. Graduate School, Yogyakarta State University**, **2012**

This study aims to: (1) describe the average results of the National Examination (NE) of mathematics for elementary schools (ESs) based on students' difficulties in Sukoharjo in 2009, (2) describe the evaluation system and the cognitive weaknesses of ES students in Sukoharjo, (3) describe the weaknesses of mathematics learning in ESs based on the information from the NE (4) describe the characteristics of the development of an assessment model for mathematics learning in ESs based on the results of the NE, and (5) find out the results of the score comparison by analyzing the results of the NE in ESs in 2010 and those in 2011.

This was a research and development study. The developed product was kits of assessment for learning based on students' learning difficulties. The preliminary study was conducted in ESs in Sukoharjo Regency, Central Java. Through documentation the results of the NE for ESs were obtained, and through the ITEMAN program the information about the characteristics of the test items and the mapping of the difficulty of the materials for the arithmetic, geometry, and data processing groups was obtained. Based on the results of the difficulty mapping, the foxpro program for Learning Achievement Application (LAA) assessment was developed as feedback to the AFL learning process using the peer tutor learning strategy.

The results of the study are as follows. (1) The average results of the NE for ESs in Sukoharjo based on students' difficulties were 41.8% for the arithmetic topic, 39.6% for the geometry topic, and 47.9% for the data processing topic. (2) The evaluation was conducted to identify the development and improvement of students' learning through formative, mid-semester, and end-semester tests, and students' cognitive weaknesses were on the the geometry topic for the basic competence of determining the surface area of a space figure, the arithmetic topic for the basic competence of solving a word problem on proportion, and the data processing topic for the basic competence of determining the arithmetic mean and mode. (3) The weaknesses of mathematics learning in ESs included one-way learning, passive students, and teachers' unfamiliarity with learning implementation based on formative test results. (4) The LAA assessment model was capable of detecting students' weaknesses and the results were capable of serving as feedback to the learning process empowering peer tutors. (5) There was a decrease in the results of the NE in ESs from 2010 to 2011 which might be due to the fact that (a) teachers did not take into account of the changes in the indicators in the specification tables of the NE in 2010 and 2011, (b) there were several indicators irrelevant to the items of the NE in 2011, and (c) there was a mismatch between the indicator numbers and the test item numbers in the NE in 2011.

Keywords: *assessment model, NE in ESs, self-profile, class profile*