

ABSTRAK

Tujuan penelitian ini untuk: (1) mengetahui persepsi guru PAI tentang penilaian sikap yang dilakukan pada Kurikulum 2006 di SMPN kecamatan Turi dan Sleman. (2) mengetahui persepsi guru PAI tentang penilaian sikap yang dilakukan pada Kurikulum 2013 di SMPN kecamatan Turi dan Sleman. (3) mengetahui praktik pelaksanaan penilaian sikap yang dilakukan pada Kurikulum 2006 di SMPN kecamatan Turi dan Sleman. (4) mengetahui praktik pelaksanaan penilaian sikap yang dilakukan pada Kurikulum 2013 di SMPN kecamatan Turi dan Sleman. (5) membandingkan kelebihan dan kekurangan pada penilaian sikap yang dilakukan pada Kurikulum 2006 dan Kurikulum 2013.

Jenis penelitian yang ditulis di sini adalah menggunakan penelitian deskriptif kualitatif. Adapun lokasi yang peneliti pilih adalah SMP Negeri wilayah Kecamatan Turi dan Kecamatan Sleman. Teknik pengumpulan data, ditulis menggunakan wawancara, observasi, dan dokumentasi.

Berdasarkan hasil penelitian, dapat disimpulkan: (1) Penilaian sikap dalam kurikulum 2006 melibatkan semua guru mata pelajaran untuk menilai sikap peserta didik tidak hanya terbatas oleh beberapa guru saja. (2) Praktik pelaksanaan penilaian sikap pada kurikulum 2006 mengedepankan observasi atau pengamatan pada sikap yang ditunjukkan oleh peserta didik yang menggunakan beberapa metode yaitu observasi, lembar Istiqomah, jurnal kasus. (3) Penilaian sikap pada kurikulum 2013 lebih sistematis dan lebih obyektif karena metode yang digunakan pada penilaian sikap ini lebih menekankan kejadian-kejadian yang ada dilapangan baik pada saat pembelajaran maupun diluar pembelajaran. (4) Praktik pelaksanaan penilaian sikap pada Kurikulum 2013 menggunakan beberapa metode yaitu observasi, jurnal, penilaian diri sendiri, penilaian antar teman.

Kata Kunci: Guru, Penilaian sikap, Kurikulum 2006, Kurikulum 2013.

ABSTRACT

This aim of this study is to find out some impacts. First, to know the perception of Islamic Education Teacher about the character assessment that conducted in 2006 curriculum in Junior High School, particularly in Turi and Sleman sub-district. Second, to know the perception of Islamic Education Teacher about the character assessment that conducted in 2013 curriculum in Junior High School, particularly in Turi and Sleman sub-district. Third, to know the implementation of character assessment that is conducted on 2006 curriculum, particularly in Turi and Sleman sub-district. Fourth, to know the implementation of character assessment that is conducted on 2013 curriculum, particularly in Turi and Sleman sub-district. Fifth, to compare advantages and disadvantage of the character assessment between 2006 curriculum and 2013 curriculum.

The data of this research were analyzed using descriptive or qualitative techniques. This research conducted at Junior High School, especially in Turi and Sleman sub-district. The data were collected by doing interview, observation, and documentation.

The finding reveal four important results. First, character assessment which is conducted on 2006 curriculum is followed by all teachers, each teacher has to assess their students not only several teacher. Second, the practice of character assessment that is conducted on 2006 curriculum is using observation technique. There were some techniques applied: observation, istiqomah paper, and case study report. Third, the character assessment on 2013 curriculum is more systematic and objective because the technique that is used on 2013 curriculum is more emphasized on actual event which is happened inside or outside class. Fourth, the practice of character assessment on 2013 curriculum use some technique, there are observation, journal, self-reflection and collaborative assessment.

Keywords: Teacher, Behavior assessment, 2006 Curriculum, 2013 Curriculum.