

## ABSTRAK

### PERSEPSI GURU DAN SISWA TERHADAP EVALUASI PEMBELAJARAN SEJARAH BERBASIS *HIGHER ORDER THINKING SKILL (HOTS)* DI SMA NEGERI 10 YOGYAKARTA

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Penelitian ini bertujuan untuk mendeskripsikan: (1) persepsi guru terhadap evaluasi pembelajaran sejarah berbasis *Higher Order Thinking Skill (HOTS)* (2) persepsi siswa terhadap evaluasi pembelajaran sejarah berbasis *Higher Order Thinking Skill (HOTS)*.

Penelitian ini menggunakan metode kualitatif dengan jenis studi kasus. Informan dalam penelitian ini adalah dua orang guru mata pelajaran sejarah dan sembilan siswa kelas X IIS SMA Negeri 10 Yogyakarta dan dipilih menggunakan metode *snowball sampling*. Penelitian ini menggunakan metode observasi, dokumentasi, kuesioner, dan wawancara. Teknik analisis dalam penelitian ini menggunakan model interaktif dari Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa (1) Guru dan (2) Siswa mempunyai persepsi positif terhadap evaluasi pembelajaran sejarah berbasis *Higher Order Thinking Skill (HOTS)*. Penelitian ini mencakup enam indikator yaitu kemampuan berpikir kritis, kemampuan berpikir kreatif dan inovatif, kemampuan memecahkan masalah dan mengambil keputusan, kemampuan mengaitkan materi dengan pengetahuan baru, kemampuan mengkreasi produk, serta kemampuan berefleksi serta mengaplikasikan dalam keseharian. RPP dalam penelitian ini belum sepenuhnya berbasis HOTS namun dalam praktik di kelas Guru selalu mengupayakan untuk menerapkan pembelajaran dan evaluasi berbasis HOTS.

Kata kunci : Persepsi Guru, Persepsi Siswa, Evaluasi Pembelajaran Sejarah, *Higher Order Thinking Skill (HOTS)*.

**ABSTRACT**

**THE PERSEPTION OF THE TEACHERS AND STUDENTS  
TOWARD EVALUATION ON HISTORICAL LEARNING BASED ON  
*HIGHER ORDER THINKING SKILL (HOTS)*  
AT SMA 10 YOGYAKARTA**

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The aims of this research is to describe: (1) teachers perceptions of historical learning evaluation based on Higher Order Thinking Skills (HOTS) (2) students perceptions of historical learning evaluations based on Higher Order Thinking Skills (HOTS).

This case study type of research uses a qualitative method. The respondents in this study were two history teachers and nine students of class X Socials in SMA 10 Yogyakarta and they were selected using the snowball sampling method. This method of study includes observation and the use of documents, questionnaires and interviews. The analysis technique used is the interactive model of Miles and Huberman which consists of data collection, data reduction, data presentation and conclusion drawing.

The results of this study show that teachers and students have a positive perception of the evaluation of historical learning based on Higher Order Thinking Skills (HOTS). This study includes six indicators, namely the ability to think critically, the ability to think creatively and innovatively, the ability to solve problems and make decisions, the ability to associate material with new knowledge, the ability to create products, and the ability to reflect and apply in everyday's life. The lesson plans in this study are not entirely based on HOTS but in class practice the teacher always strives to implement HOTS-based learning and evaluation.

**Key word** : Teacher's Perception, Student's Perception, Evaluation of Learning History, Higher Order Thinking Skill (HOTS).