

ABSTRAK

Gemala Widiyarti. NIM. 8176184001. Pengembangan Model Asesmen Autentik Keterampilan Berbicara Peserta Didik Sekolah Dasar Di Kota Medan. Disertasi. Program Pascasarjana Universitas Negeri Medan. 2022.

Penelitian ini didasari oleh permasalahan terkait pengembangan asesmen autentik untuk menilai keterampilan berbicara peserta didik sekolah dasar kota Medan yang selama ini belum menggunakan instrumen penilaian yang valid, reliabel, efektif, dan praktis. Tujuan penelitian ini adalah untuk menganalisis: (1) kelayakan model asesmen autentik keterampilan berbicara peserta didik sekolah dasar, (2) kevalidan asesmen autentik keterampilan berbicara peserta didik sekolah dasar, (3) kereliabelan asesmen autentik untuk materi keterampilan berbicara pada peserta didik sekolah dasar, (4) keefektifan asesmen autentik keterampilan berbicara peserta didik sekolah dasar, dan (5) kepraktisan asesmen autentik keterampilan berbicara peserta didik sekolah dasar di kota Medan. Metodologi yang digunakan adalah penelitian pengembangan (*research and development/R&D*) model Plomp. Penelitian dilaksanakan di sekolah dasar kota Medan. Produk yang dihasilkan adalah buku model, buku pedoman guru dan instrumen penilaian yang divalidasi oleh ahli dan praktisi pendidikan kemudian, dilanjutkan uji perorangan, uji kelompok kecil, dan kelompok besar. Temuan penelitian menunjukkan: (1) model asesmen autentik yang dikembangkan layak digunakan sesuai hasil penilaian ahli dan praktisi pendidikan, (2) hasil pengujian validitas instrumen penilaian keterampilan berbicara dengan rumus Aiken dan *product moment correlation* menunjukkan secara keseluruhan butir instrumen valid, (3) hasil pengujian reliabilitas instrumen penilaian keterampilan berbicara dengan menghitung koefisien reliabilitas interrater (antar penilai) diperoleh harga koefisien reliabilitas sebesar 0,82. Selanjutnya hasil pengujian reliabilitas instrumen penilaian keterampilan berbicara dengan rumus Alpha Cronbach menunjukkan koefisien reliabilitas sebesar 0,86. Dalam hal ini koefisien reliabilitas 0,82 dan 0,86 menunjukkan reliabilitas yang tinggi, (4) model asesmen autentik keterampilan berbicara yang dikembangkan terbukti efektif untuk meningkatkan capaian hasil belajar keterampilan berbicara peserta didik dengan koefisien N-Gain 0,42 kategori sedang, dan (5) model asesmen yang dikembangkan memiliki tingkat kepraktisan dengan skor 2,92 kategori praktis perlu perbaikan pada ujicoba pertama dan skor 3,50 kategori sangat praktis pada ujicoba kedua. Simpulan penelitian adalah model asesmen autentik keterampilan berbicara yang dikembangkan layak, valid, reliabel, efektif dan praktis untuk menilai keterampilan berbicara peserta didik, sehingga model asesmen autentik yang dikembangkan ini dapat digunakan secara luas di lembaga pendidikan tingkat dasar.

ABSTRACT

Gemala Widiyarti. Reg. 8176184001. Development of an Authentic Assessment Model of Speaking Skills for Elementary School Students in Medan City. Dissertation. Postgraduate School of the State University of Medan. 2022.

This research is based on problems related to the development of authentic assessments to assess the speaking skills of elementary school students in the city of Medan, which so far have not used valid, reliable, effective, and practical assessment instruments. The purpose of this study was to analyze: (1) the feasibility of an authentic assessment model for elementary school students' speaking skills, (2) the validity of an authentic assessment of elementary school students' speaking skills, (3) the reliability of an authentic assessment of speaking skills for elementary school students, (4) the effectiveness of authentic assessment of speaking skills of elementary school students, and (5) practicality of authentic assessment of speaking skills of elementary school students in the city of Medan. The methodology used is the research and development (R&D) Plomp model. The research was carried out in an elementary school in the city of Medan. The products produced are model books, teacher manuals and assessment instruments which are validated by educational experts and practitioners, then followed by individual tests, small group tests, and large groups. The research findings show: (1) the authentic assessment model developed is suitable for use according to the results of the assessment of experts and education practitioners, (2) test results the validity of the speaking skills assessment instrument using the Aiken formula and product moment correlation shows that the overall instrument item is valid, (3) the results of the reliability test of the speaking skills assessment instrument by calculating the interrater reliability coefficient of 0.82. Furthermore, the results of the reliability test of the speaking skill assessment instrument using the Alpha Cronbach formula showed reliability coefficient of 0.86. The reliability coefficients of 0.82 and 0.86 indicate high reliability, (4) the authentic speaking skills assessment model developed is proven to be effective in improving the learning outcomes of students' speaking skills with an N-Gain coefficient of 0.42 in the medium category, and (5) The authentic speaking skills assessment model developed has a practicality level with a score of 2.92 in the practical category that needs improvement in the first trial and a score of 3.50 in the very practical category in the second trial. The conclusion of the research is an authentic speaking skill assessment model that is developed to be feasible, valid, reliable, effective and practical to assess students' speaking skills, so that the developed authentic assessment model can be widely used in primary education institutions.