

**PENGEMBANGAN PENILAIAN KINERJA
BERBASIS PENDEKATAN *SCIENTIFIC*
PADA SUB TEMA GAYA DAN GERAK**

ABSTRAK

Penelitian ini mendeskripsikan pengembangan penilaian kinerja pada pembelajaran satu sub tema gaya dan gerak di kelas IV Sekolah Dasar. Penilaian kinerja adalah penilaian yang mengharuskan siswa untuk menampilkan keterampilannya dalam suatu tugas. Latar belakang penelitian ini adalah keprihatinan peneliti karena masih banyak guru yang jarang menilai kegiatan siswa, padahal penilaian kinerja merupakan salah satu penilaian autentik dalam kurikulum 2013 yang dapat menilai kompetensi inti yang keempat yakni penerapan pengetahuan. Dalam penilaian kinerja, guru menggunakan rubrik untuk menilai kegiatan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode Penelitian Desain Didaktis (*Didactical Design Research*) yang terdiri atas tiga tahap yaitu *prospective analysis*, *metapedadidactic analysis* dan *retrospective analysis*. Desain didaktis berupa rubrik penilaian kinerja materi sub tema gaya dan gerak disusun berdasarkan *learning obstacle* siswa, HLT (*Hypothetical Learning Trajectory*), yaitu tujuan pembelajaran, kegiatan pembelajaran, dan hipotesis proses belajar (PRS dan ADP). Teknik pengumpulan data dilakukan secara triangulasi. Implementasi I dilakukan di SD Negeri 3 Benteng Kecamatan Ciamis dan implementasi II dilakukan di SD Negeri 1 Cijeunjing Kabupaten Ciamis. Hasil penelitian diperoleh beberapa *learning obstacle* dan desain rubrik penilaian kinerja. Terdapat perbedaan presentasi *learning obstacle* siswa sebelum implementasi desain I, yakni sebesar 64,78%. Setelah implementasi desain I sebesar 56,55%. dan setelah implementasi desain II sebesar 36,49 %.

Kata Kunci: Penilaian Kinerja, Penelitian Desain Didaktis, *Learning obstacle*.

**DEVELOPMENT OF PERFORMANCE ASSESSMENT
BASED ON SCIENTIFIC APPROACH
SUB THEME ENERGY AND MOVEMENT**

ABSTRAK

This research describes the development of performance assessment in one lesson with the sub theme energy and movement of class IV of Elementary School. Assessment of performance is the assessment that enables students to present their skill in some assignments. The background of this research is the writer's concern because there is still a lot of teachers who don't assess students' activities, whereas assessment of performance is one of the authentic assessments in curriculum 2013 that can assess the forth main competence, it is implementation of knowledge. In assessing performance, teacher uses rubric to assess students' activities. This research uses qualitative research through three phases, those are prospective analysis, metapedadidactic analysis, and retrosfactive analysis. Rubric of performance assessment in didactical design of sub theme energy and movement is compiled based on students' learning obstacle. HLT Hypotherical Learning Trajectory) is the aim of learning, the teaching learning process and study process hypothesis PRS and ADB). Technique of collecting the data is conducted by triangulations. Implementation I was conducted in SD Negeri 3 Benteng of Ciamis Subdistrict of Ciamis Regency and implementation II was conducted in SD Negeri 1 Cijeunjing of Ciamis Regency. The research result shows some learning obstacles and rubric design of performance assessment. There is difference between students' learning obstacles before didactic design implementation I, this is as much 64,78 % and after didactic design implementation I is as much 56,55% and after design implementation II is as much 36,49%.

Key words: Performance Assessment, Didactical Design Research, Learning Obstacle.