

ABSTRAK

PENERAPAN PENILAIAN (*ASSESSMENT*) PERKEMBANGAN MOTORIK KASAR DI TK NEGERI PEMBINA SADANG SERANG

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Pentingnya penilaian (*assessment*) adalah sebagai pengukur ketercapaian tujuan pembelajaran, dikatakan demikian karena melalui penilaian (*assessment*) dapat ditentukan hal-hal yang dapat dilakukan dan diupayakan sehingga anak dapat belajar, tumbuh dan berkembang secara optimal. Penelitian ini bertujuan untuk mendeskripsikan penerapan penilaian (*assessment*) perkembangan motorik kasar di TK. Berdasarkan tujuan tersebut maka pendekatan yang dilakukan dalam penelitian ini adalah penelitian deskriptif kualitatif. Teknik yang digunakan dalam penelitian ini adalah wawancara, observasi dan studi dokumentasi. Hasil penelitian diperoleh data: 1) Perencanaan penilaian (*assessment*) perkembangan motorik kasar melalui proses lokakarya, 2) Pelaksanaan penilaian (*assessment*) perkembangan motorik kasar dilakukan melalui pengamatan (observasi) saat kegiatan pembelajaran berlangsung dan hasil pengamatan dicatat atau didokumentasikan, 3) Hasil penerapan penilaian (*assessment*) perkembangan motorik kasar di TK Negeri Pembina Sadang Serang dari 20 anak, diperoleh hasil sebanyak 4 anak mengalami hambatan perkembangan motorik kasar dengan persentase 20% dan sebanyak 16 anak tidak mengalami hambatan perkembangan motorik kasar dengan persentase 80%, 4) Hasil uji validitas, reliabilitas dan pendapat ahli penilaian (*assessment*) perkembangan motorik kasar di TK Negeri Pembina Sadang Serang, berdasarkan hasil uji validitas diperoleh jumlah indikator instrumen yang valid sebanyak 10 item yaitu indikator instrumen no 2,4,9,10,11,12,15,17,18 dan 21, serta sebanyak 15 item dinyatakan tidak valid yaitu indikator instrumen no 1,3,5,6,7,8,13,14,16,19,20,22,23,24 dan 25. Hasil uji reliabilitas yaitu sebesar 0,859, korelasi berada pada kategori sangat kuat. Pendapat ahli berdasarkan hasil uji validitas dan reliabilitas maka instrumen penilaian (*assessment*) perkembangan motorik kasar di TK Negeri Pembina Sadang Serang layak diterapkan. 5) Kendala yang dihadapi Guru dalam melakukan penilaian (*assessment*) perkembangan motorik kasar adalah waktu yang digunakan untuk menilai sangat terbatas sehingga Guru tidak dapat mengoptimalkan penilaian. Rekomendasi penelitian ini ditujukan kepada pihak sekolah agar alokasi waktu dalam membagi kegiatan pembelajaran untuk memperoleh penilaian perkembangan yang maksimal, akurat dan objektif serta menjalin kemitraan dengan para ahli khusus di bidang motorik kasar untuk mendapatkan pedoman penilaian yang lebih akurat.

Kata kunci: penilaian (*assessment*) perkembangan, perkembangan motorik kasar

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Penerapan penilaian (Assessment) perkembangan motorik kasar di TK Negeri Pembina Sadang Serang

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ABSTRACT

APPLICATION ASSESSMENT ROUGH MOTOR TREND IN TK NEGERI PEMBINA SADANG SERANG

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The importance of assessment is a measure of the achievement of learning objectives, is said so because through assessment can be determined things to do and pursued so that children can learn, grow and develop optimally. This study aimed to describe the application of assessment gross motor development in kindergarten. Based on these objectives, the approach taken in this study is a qualitative descriptive study. The technique used in this study were interviews, observation and documentation. The results obtained by the data: 1) Planning assessment gross motor development through workshops, 2) Implementation of assessment gross motor development is done through observation during the learning activities and observations recorded or documented, 3) Results of the application assessment gross motor development in TK Negeri Pembina Sadang Serang of the 20 children, the result of 4 children experiencing barriers to the development of gross motor with a percentage of 20% and as many as 16 children do not have problems gross motor development with the percentage of 80%, 4) test results validity, reliability and expert opinion assessment gross motor development in TK Negeri Pembina Sadang Serang, based on the validity of the test results obtained by the number of indicators valid instrument as many as 10 items are indicators of the instrument number 2,4,9,10,11,12,15 , 17,18 and 21, and as many as 15 items declared invalid namely indicator instrument number 1,3,5,6,7,8,13,14,16,19,20,22,23,24 and 25. The test results reliability that is equal to 0.859, the correlation is very strong category. Expert opinion based on the validity and reliability of the assessment instrument rough motor developments in TK Negeri Pembina Sadang Serang feasible. 5) Constraints faced by teachers in the assessment gross motor development is used to assess the time so limited that teachers can't optimize the assessment. This research recommendations addressed to the school so that the allocation of time in dividing the learning activities to obtain maximum development assessment, accurate and objective as well as establish partnerships with experts specialized in the field of gross motor skills to get a more accurate assessment guidelines.

Keywords: assessment development, gross motor development

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