

PENGEMBANGAN *AUTHENTIC ASSESSMENT* DALAM
FIELDSTUDY UNTUK PEMBENTUKAN PROFESIONALISME
CALON GURU GEOGRAFI

DISERTASI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor
Pendidikan Geografi



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PROGRAM STUDI
PENDIDIKAN GEOGRAFI
UNIVERSITAS PENDIDIKAN INDONESIA
2019

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Universitas Pendidikan Indonesia
Juni 2019

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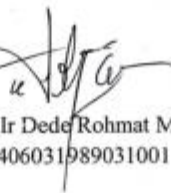
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ABSTRAK

Lembaga Pendidikan Tenaga Kependidikan memiliki andil dalam menghasilkan calon guru profesional. Tujuan penelitian ini untuk menguji *authentic assessment* dalam *fieldstudy* yang dapat digunakan untuk membentuk profesionalisme calon guru geografi. Perlunya *authentic assessment* pada *fieldstudy*, mengingat sudah lama dilakukan, tetapi belum mengacu pada penilaian proses dan produk yang dihasilkan. Metode yang digunakan dalam penelitian adalah Riset dan Pengembangan/*Research and Development*. Studi pendahuluan untuk menemukan model faktual *assessment* dilakukan di 4 program studi geografi di LPTK (Lembaga Pendidikan Tenaga Kependidikan) yaitu Universitas Pendidikan Indonesia, Universitas Negeri Jakarta, Universitas Negeri Yogyakarta, Universitas Negeri Semarang. Model faktual *assessment* di uji secara terbatas pada 20 peserta di Pendidikan Geografi UNJ tahun 2017. Perbaiki model faktual menjadi model hipotetik, diuji pada 120 peserta dari UNJ dan UPI tahun 2018. Analisis data menggunakan analisis jalur (*path analysis*), dengan bantuan program software AMOS 5. Hasil survey pendahuluan menunjukkan adanya persamaan dan perbedaan dalam menyelenggarakan *fieldstudy*. Pelaksanaan *fieldstudy* yang ideal dilakukan dengan pertimbangan berbagai faktor (banyaknya pelaksanaan, rasio pembimbing, SKS, materi kajian, lama pelaksanaan, obyek studi, pendanaan dan *authentic assessment*). *Authentic assessment* yang sesuai dan berhubungan positif dengan pembentukan profesionalisme calon guru geografi yaitu penilaian kinerja dengan menggunakan peralatan/kuesioner dan penilaian proyek. Penilaian kinerja presentasi dapat dilakukan apabila disampaikan dahulu kriteria penilaiannya. Penilaian portofolio dapat digunakan dengan menyesuaikan dengan produk yang dihasilkan. Penilaian sikap tidak dapat digunakan secara langsung, tetapi sebagai *nurturan effect*. *Fieldstudy* dapat membentuk profesionalisme calon guru geografi. Profesionalisme yang terbentuk pada kompetensi kepribadian, sosial dan profesional. Kompetensi yang kurang terbentuk yaitu pedagogik.

Kata kunci : *Fieldstudy*, *authentic assessment*, calon guru, profesionalisme

ABSTRACT

Lembaga Pendidikan Tenaga Kependidikan (Education Institution of Education Personnel), here in after called as LPTK, contributes to produce professional pre-service teachers. This study aims at examining an authentic assessment for the fieldstudy that can be used to build the professionalism of pre-service geography teachers. Although authentic assessment has been used for a long time, this assessment is still needed because it has not referred to the assessment of the process and of the product yet. The method used in this study was Research and Development. The preliminary study to find out an assessment factual model had been conducted in 4 Geography Study Programs at LPTK: *Universitas Pendidikan Indonesia (UPI)*, *Universitas Negeri Jakarta (UNJ)*, *Universitas Negeri Yogyakarta (UNY)*, *Universitas Negeri Semarang (UNNES)*. The assessment factual model was a limited testing of 20 participants at Geography Education Study Program UNJ in 2017. This factual model was reconstructed to be a hypothetic model that was tested to 120 participants from UNJ and UPI in 2018. The data analysis used a path analysis with AMOS 5 software program. The result of preliminary survey showed that there were a similarity and a difference in carrying out the fieldstudy. The implementation of ideal fieldstudy was conducted by considering many factors (the number of conducted field study, the ratio of advisors, semester credit, study materials, length of fieldstudy, object of the study, funding and authentic assessment). The authentic assessment that is appropriate and positively related to the professionalism building of pre-service geography teachers is a performance assessment by using questionnaire and project assessment as tools. Presentation can be used as a performance assessment if the participants get the assessment criteria previously. Meanwhile, portfolio can also be used by adjusting the product produced. Attitude assessment cannot be directly used, but it is as a nurture effect. In conclusion, *fieldstudy* can build the professionalism of pre-service geography teachers. The professionalism is built in personality, social and professional competences, but less shaped in pedagogic competence.

Key words: *Fieldstudy*, *authentic assessment*, pre-service teachers, professionalism

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