

## ABSTRAK

Pelaksanaan pembelajaran tidak terlepas dari kegiatan penilaian. Tujuan dari penelitian ini adalah untuk menghasilkan instrumen penilaian kinerja dan penilaian kognitif pada praktikum titrasi asam cuka di SMA. Selain itu penelitian ini juga bermaksud untuk menentukan seberapa besar korelasi hasil penilaian kedua instrumen tersebut. Metode penelitian yang digunakan adalah metode *Research and Development (R&D)*, yang terdiri dari (1) tahap studi pendahuluan (2) tahap pengembangan instrumen, dan (3) tahap evaluasi. Instrumen dalam penelitian ini meliputi lembar validasi oleh tim ahli, lembar instrumen penilaian kinerja berupa *task* dan rubrik, lembar penilaian kognitif berupa soal pilihan ganda, lembar kepraktisan instrumen, lembar observasi dan lembar pedoman wawancara. Penelitian ini dilakukan dengan dua tahap uji coba dengan responden guru dan siswa. Uji coba tahap I dengan sampel lima orang siswa ini dianalisis kemudian dilakukan perbaikan dan diujicoba kembali pada uji coba tahap II terhadap sepuluh orang siswa. Hasil penelitian menunjukkan bahwa validitas instrumen kinerja dan penilaian kognitif berkategori sangat tinggi dengan *CVR* 1,00. Nilai reliabilitas instrumen penilaian kinerja yang dihasilkan berkategori sangat tinggi dengan nilai 0,89. Nilai reliabilitas instrumen penilaian kognitif juga berkategori sangat tinggi dengan nilai 0,83. Feasibilitas (kelayakan) instrumen untuk digunakan dalam penilaian kinerja dan kognitif berkategori praktis dengan nilai 45,75. Koefisien korelasi antara penilaian kinerja dan penilaian kognitif berkorelasi tinggi dengan nilai 0,69. Respon guru menunjukkan bahwa instrumen yang dikembangkan dapat menilai siswa secara objektif.

**Kata kunci** : Penilaian kinerja, Penilaian kognitif, validitas, realibilitas, feasibilitas, titrasi asam cuka

## ABSTRACT

The implementation of learning cannot be separated from assessment activities. The purpose of this study was to produce a performance appraisal and cognitive assessment instrument in vinegar acid titration labs in high school. In addition, this study also intends to determine how much correlation the results of the assessment of the two instruments. The research method used is the Research and Development (R & D) method, which consists of (1) the preliminary study stage (2) the stage of instrument development, and (3) the evaluation stage. The instruments in this study included a validation sheet by the expert team, performance appraisal instrument sheets in the form of task and rubric, cognitive assessment sheets in the form of multiple choice questions, practicality sheets of instruments, observation sheets and interview guideline sheets. This research was conducted with two stages of testing with teacher and student respondents. Phase I trials with a sample of five students were analyzed and then made repairs and tested again in the Phase II trial of ten students. The results showed that the instrument's performance validity and cognitive assessment were categorized as very high with CVR 1.00. The value of the reliability of the instrument for assessment of the performance produced by the category is very high with a value of 0.89. The value of the reliability of the cognitive assessment instrument is also very high category with a value of 0.83. Feasibility (feasibility) of the instrument to be used in practical and cognitive performance assessment with a value of 45.75. The correlation coefficient between performance appraisal and cognitive assessment has a high correlation with a value of 0.69. Teacher responses indicate that the instruments developed can objectively assess students.

**Keywords:** Performance assesment, cognitive assessment, validity, reliability, feasibility, vinegar acid titration